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TEACHER EDUCATION AT BROOKLYN COLLEGE, 1966.

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THE TEACHER EDUCATION PROGRAM AT BROOKLYN COLLEGE IS AIMED AT (1) PREPARATION OF TEACHERS, (2) SERVICE TO SCHOOLS AND COMMUNITY AGENCIES, AND (3) INSCHOOL RESEARCH. DETAILS ARE GIVEN ON PROGRAMS OF PRE- AND IN-SERVICE TEACHER EDUCATION THROUGH SIXTH-YEAR ADVANCED CERTIFICATE PROGRAMS, INCLUDING PROGRAMS IN SPECIAL EDUCATION, COUNSELING, AND AN EXPERIMENTAL PROGRAM FOR PREPARING COLLEGE GRADUATES FOR ELEMENTARY SCHOOL TEACHING IN ECONOMICALLY DISADVANTAGED URBAN AREAS. SUMMER INSTITUTE AND WORKSHOPS ARE ALSO OFFERED. FIVE (PUBLIC ELEMENTARY AND JUNIOR HIGH) "CAMPUS" SCHOOLS COLLABORATE INTENSIVELY WITH THE COLLEGE. (RF)

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*Teacher*  
*Education*  
*at*  
*Brooklyn*  
*College*



CITY UNIVERSITY OF NEW YORK

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*Teacher Education*  
*at*  
*Brooklyn College*

1966

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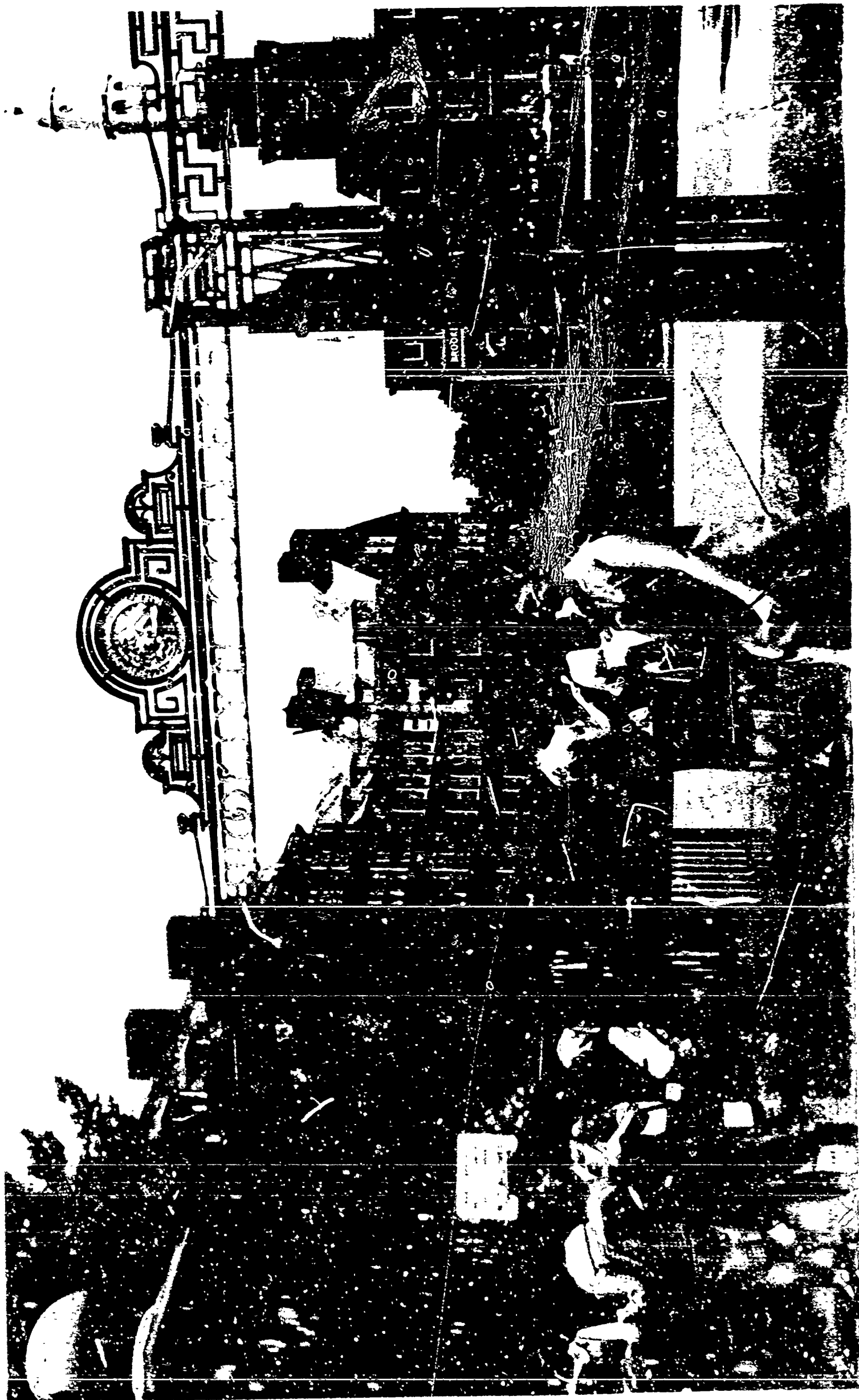
*Introduction by:*

HARRY D. GIBBONSE, *President, Brooklyn College*

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## Foreword

In view of our experience in these last years it would seem scarcely worthwhile to make a painstaking report of our current activities in teacher education. Hardly will this report have been completed when it will be outdated in important particulars. Yet there has been no successor to our 1954 handbook on *Teacher Education at Brooklyn College* which, except in historical aspects, is really out of date; and, judging by inquiries received, a certain amount of reader-interest continues. This interest is more an indication of the lively state of our profession, of its intellectual curiosity and open-mindedness, than it is an acknowledgement of any one institution's efforts. The sense of obligation, therefore, to produce a more "current" handbook cannot be stilled.

When my predecessor, Professor Carleton W. Washburne, produced the 1954 Handbook, a thorough program revision had just been completed which left unaltered hardly a single course in the undergraduate sequence in Education. Since 1954 there have been three major changes in the "new" undergraduate offerings, and graduate programs in teacher education have grown beyond anything envisioned earlier. At this writing, additional proposals are being prepared, and some of them will have been translated into practice when this handbook appears.

This constant remaking of our programs is not induced by an inherent instability in our character, nor entirely by a virtuous portrait of self-improvement. Curriculum-making at Brooklyn College, involving as many people as it does, is a time-consuming and sometimes hazardous business; and our main task, after all, is to provide continuous instruction for many thousands of students enrolled in our courses. We are driven toward change (sometimes toward innovation), first of all, by the diverse needs and interests of the huge population of teachers who attend our graduate offerings; second, by the pressure of the schools in the communities around us, affecting as much our undergraduate prospective teachers as they do our graduate teachers. We are simply trying to keep up with "the times," and "the times" are ahead. As one example, it has required almost all our will power not to convert the institution into an exclusive agency for training teachers for the disadvantaged, so great is the pressure from without. We are doing a great deal in this respect and shall do more, but we also try to keep a balanced head.

In the pages that follow no effort is made to describe the programs and course offerings with the exact detail in which they appear in the College Bulletins. It has seemed sufficient to identify the offerings and to outline their contents and mode of operation. More important than the literal contents is a sense of the spirit of the enterprise, and it is the latter that we should like to convey to the reader.

The leading spirit in teacher education at Brooklyn College has been, for many years, its President, Dr. Harry D. Gideonse. Not only is he the sustaining means of support and encouragement, but also, by bold, swift strides of thought, he has generated our most significant ventures. He, accordingly, is being asked to introduce this handbook.

We pay tribute, also, to Dr. Harry N. Rivlin, until recently Dean of Teacher Education at the City University, for wise and stimulating leadership in coordinating our activities with those of our colleague institutions in the large City University network.

*August 1, 1966*

J. J.

## *Introduction by President Gideonse*

American education — and specifically teacher education — is a battleground, and it is encouraging that this is so because only an aroused public and professional opinion can prevent us from sinking more deeply into the swamp of mediocrity and inadequacy in which we find ourselves. Rethinking our programs has been a dominant characteristic of our Brooklyn College experience, and I have discussed this process frequently in the Biennial Reports which are prepared for the Board of Higher Education. Most recently in 1963 and in 1965, two of these — “Beyond Craft and Conant-Teacher Education” and “Brooklyn College and the ‘Disadvantaged’” — have been separately published by the college, and they have been the subject of national professional discussion.

It is a matter of pride that Brooklyn College has been a leader in the fast-moving stream of change and accommodation in the education of teachers. In retrospect, it is also a source of gratification that we have been able to play a role in what has been called “the necessary revolution” without losing our heads. Revolutions, however necessary, are seldom well-ordered; and the relaxation of values and principles which has accompanied the forceful reaction against some of the traditional routines in educating teachers has induced a temptation to cut all the old moorings. This temptation we have resisted: we still study the worthwhileness of proposals, even with promised rich subsidies, before committing the institution; we continue to plan rather than improvise programs; we still are more concerned with the quality of our students’ preparation than with its novelty. We insist on being convinced of the reasonableness of change before setting forth upon it.

The updating of teacher education has begun not a moment too soon, preceding and foreshadowing an equally urgent modernization of *all* of higher education. Most of the students who are now beginning to prepare for teaching will be pursuing their profession beyond the year 2000, in a world so different that it is now impossible to visualize. The kinds of teacher preparation which, until a decade or so ago, we had in store for them had been basically shaped — amplified, it is true, by ever-increasing needs and modified by new intellectual currents — after the turn of 1900 in a world we have almost forgotten. The schools toward which the new teachers were heading were in worse condition still, bound by a rigid 19th-century administrative pattern of localism and limited



enterprise, manfully struggling under handicaps to renovate curriculum and instruction with only a small measure of visible success. The recent surge in life demands by heretofore depressed population groups and the pressure of bountiful new knowledge and new techniques from all directions have threatened to leave the school hopelessly behind.

The revolution which has begun in the schools and in educating teachers for the schools is to be welcomed, even if we have to thread our way through it discriminately. For long generations the American school gave a good account of itself (notwithstanding the disparaging and often careless remarks of its critics), even in comparison with the best of its foreign contemporaries; but the time has come for its organic renewal. Consonant with changes in every aspect of the school establishment, institutions of higher education will need to engage in rethinking their fundamental precepts for the education of new teachers. Our record of the last 15 years is a study of continuous re-examination.

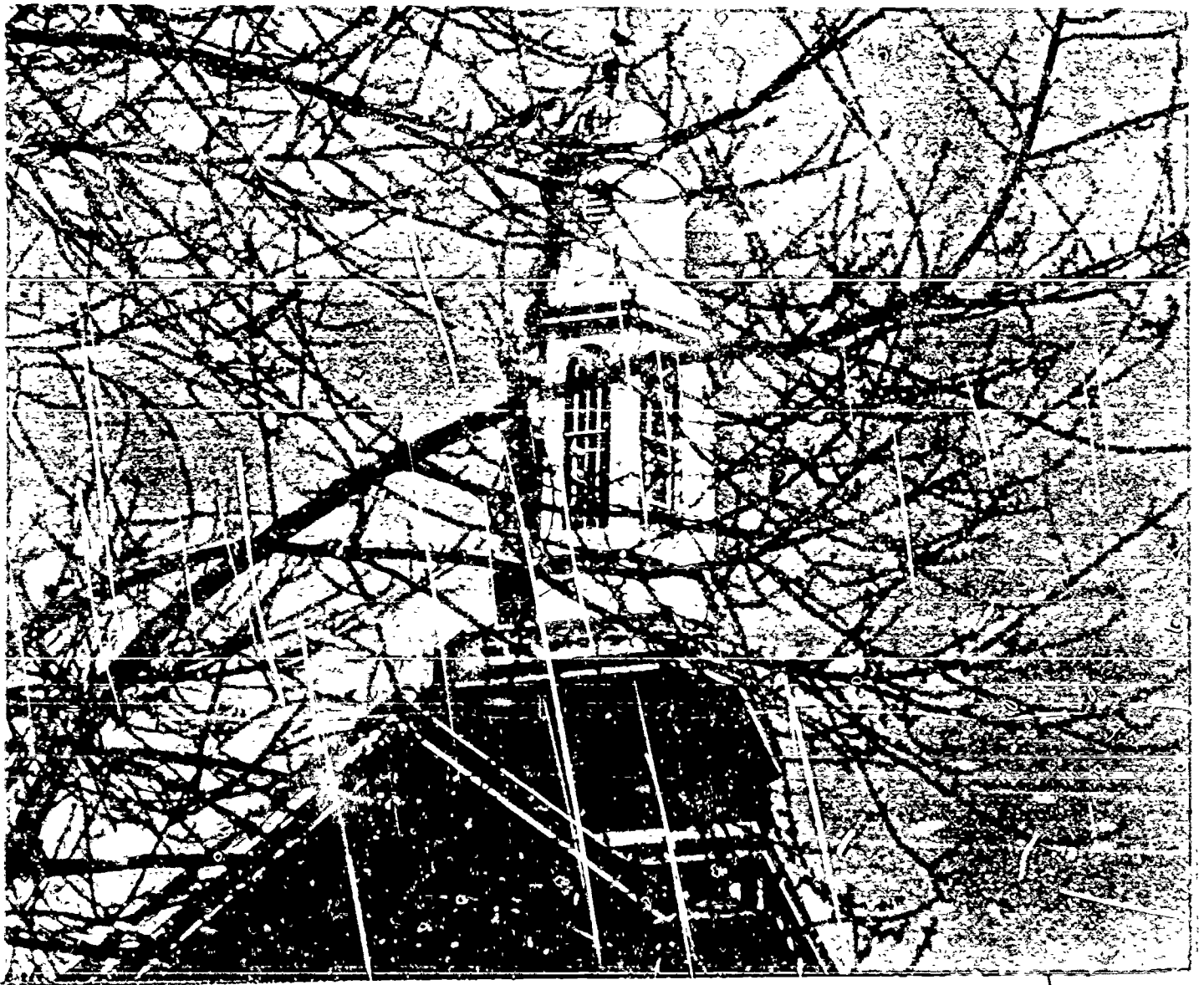
Not being gifted with prophetic vision of what the future holds, we have elected to place our trust in people — good students and good teachers. We hold that young people of courage, idealism, and intellectual promise, nurtured in the elements of disciplined liberal education and broadly-based, thorough professional training, and imbued with a respect for their calling and for high standards of workmanlike performance, will themselves rise to the demands of new circumstances, exercising discriminating choice in the options before them. We educate students not only for adaptability, but also for responsibility in making decisions, whether for stability or for change.

It stands to reason that, for an institution with so large a community obligation for staffing schools and for participating in the upgrading of instruction, we do not underrate the task of educating teachers nor overestimate our success in doing it. Teacher education at Brooklyn College is not a marginal enterprise but one upon which we bring to bear the collective resources of the institution. In these pages the reader will find no "quickie" short cuts to professional qualification for teaching nor large gaps in the hard training that it takes to produce even the beginning teacher for the difficult urban classroom. On the other hand, there are no Mickey Mouse courses either, nor the peripheral trivia for which professional education has been often criticized. We plan our offerings carefully, knowing that they will soon be obsolescent, and that succeeding offerings, planned as carefully, will in time also be revised or replaced. Our allegiance is not to programs but to the purposes they serve. I am confident that the next 10 years will see as much mobility and change.

It is a pleasure to present this Handbook to the reader. Compiled by Professor Justman as a self-imposed responsibility of the Director of Teacher Education and prepared for publication by Professor Brell, it represents the collective work of the Department of Education and of hundreds of able colleagues throughout the institution, and it is dedicated to our students.

*August 1, 1966*

H. D. G.







## *Portrait of the College*



Founded in 1930, Brooklyn College is one of the senior colleges in the municipal complex of higher education of the City University of New York, under the jurisdiction of the Board of Higher Education. The city's tradition of public higher education goes back a long way to the establishment, in 1847, of the Free Academy, later renamed the City College, and now the oldest component of the City University. The University was organized in 1961 by action of the Board of Higher Education, the State Legislature, and the Governor of New York. Together its eleven component institutions (five senior colleges, including the new College of Police Science, and six community colleges) comprise the largest municipal system of free higher education in the nation, probably in the world. Operating as a federation under the common By-Laws of the Board of Higher Education, the institutions enjoy a large measure of autonomy and have developed distinctive characteristics. The City University is headed by a Chancellor, each college by its own president.

Like its counterpart liberal-arts colleges (City, Hunter, Queens), Brooklyn College is a major institution in its own right by virtue of size, academic quality, and educational impact. Its total enrollment, in all divisions and the School of General Studies, is about 23,500. The College of Liberal Arts and Sciences alone has a full-time enrollment in excess of 10,000. Its undergraduate students are selectively admitted from the top 20 per cent of New York City's high-school graduates; its faculty, with world-wide representation in all fields of scholarship, meets high standards of appointment and retention. Its library contains almost a half-million items including a large collection of United Nations documents. There are numerous well-equipped specialized science laboratories, an observatory, a botanical garden, an Audio-Visual Center, a TV Center, an Educational

Clinic, a Speech Clinic, an Early Childhood Center, a 500-seat Theater, and a 2500-seat Auditorium for large functions. Situated on what once seemed a spacious campus in a quiet, residential part of the borough, it has long since crowded its space and outgrown its physical facilities. Needless to say, the College is a complex structure of departments, divisions, centers, and a School of General Studies with several divisions of its own.

Brooklyn College is one of the principal providers of teachers among liberal-arts colleges; it has been estimated that one of every three new teachers appointed each year to the elementary schools of New York City is a Brooklyn College graduate. About 40 per cent of all CLAS students (more than 60 per cent of the women) prepare to pursue a career in teaching. Of approximately 4500 students enrolled in the Division of Graduate Studies, 3500 are in graduate teacher education (either matriculated for a degree or pursuing courses as non-matriculants). Because of this, teacher education was long ago integrated within the total College structure and operation.

**ACADEMIC CLIMATE.** The College is a spirited place, with an unabashed emphasis on scholarship, and a strong bent toward liberal education. Its aims (stated in the Bulletin of the College of Liberal Arts and Sciences) are formulated in such terms as "providing an opportunity for the acquisition and assimilation of liberalizing and useful knowledge, developing the ability to think critically, reason logically, and express one's thoughts clearly and precisely, developing a sense of individual responsibility, fostering an understanding of the human personality, promoting an understanding of good human relations," and the like. These aims are supported by a rigorous program of prescribed courses, a functional major, and advance electives. Additional features include a Scholar's Program, departmental seminars, extensive opportunity for independent study, a system of proficiency and exemption examinations, and high grading standards. The students are not only able but also willing, and compete enthusiastically for academic honors. A large extra-curricular program reinforces the formal curriculum.

A comparable spirit of learning prevails on the several levels of graduate instruction. Admission to graduate study in the liberal arts and sciences is highly selective, to graduate (fifth-year) study in teacher education only slightly less so. Teacher education is not separated administratively from graduate liberal studies, and a common denominator of courses unites students in both sectors. With very few exceptions, fifth-year programs in teacher education contain a large core of liberal disciplines. Beyond the fifth year, teacher education programs become more professionalized, but even then are multi-disciplinary, sometimes interdisciplinary and interdepartmental. Access to them is limited to the ablest applicants. Admission to doctoral studies in various disciplines is still more restricted.

The College draws its students essentially from New York City and its environs. (Admission is open only to city residents except that students in teacher education may reside anywhere in the state.) A contingent of foreign students, admitted under special arrangement, leavens the mixture. Although the students are homogeneous in one sense, they are as varied as the ingredients



of the metropolitan melting pot, and the College has the pick of the best of them (not alone through choice but more through necessity). They are culture-minded, imbued with the desire to learn — especially the younger undergraduates. Of the graduate students in teacher education most of whom have taught a full and sometimes unnerving day in school prior to their appearance in college classes, professors often say that "the spirit is willing, but the body is tired." Nevertheless they rise to occasions.

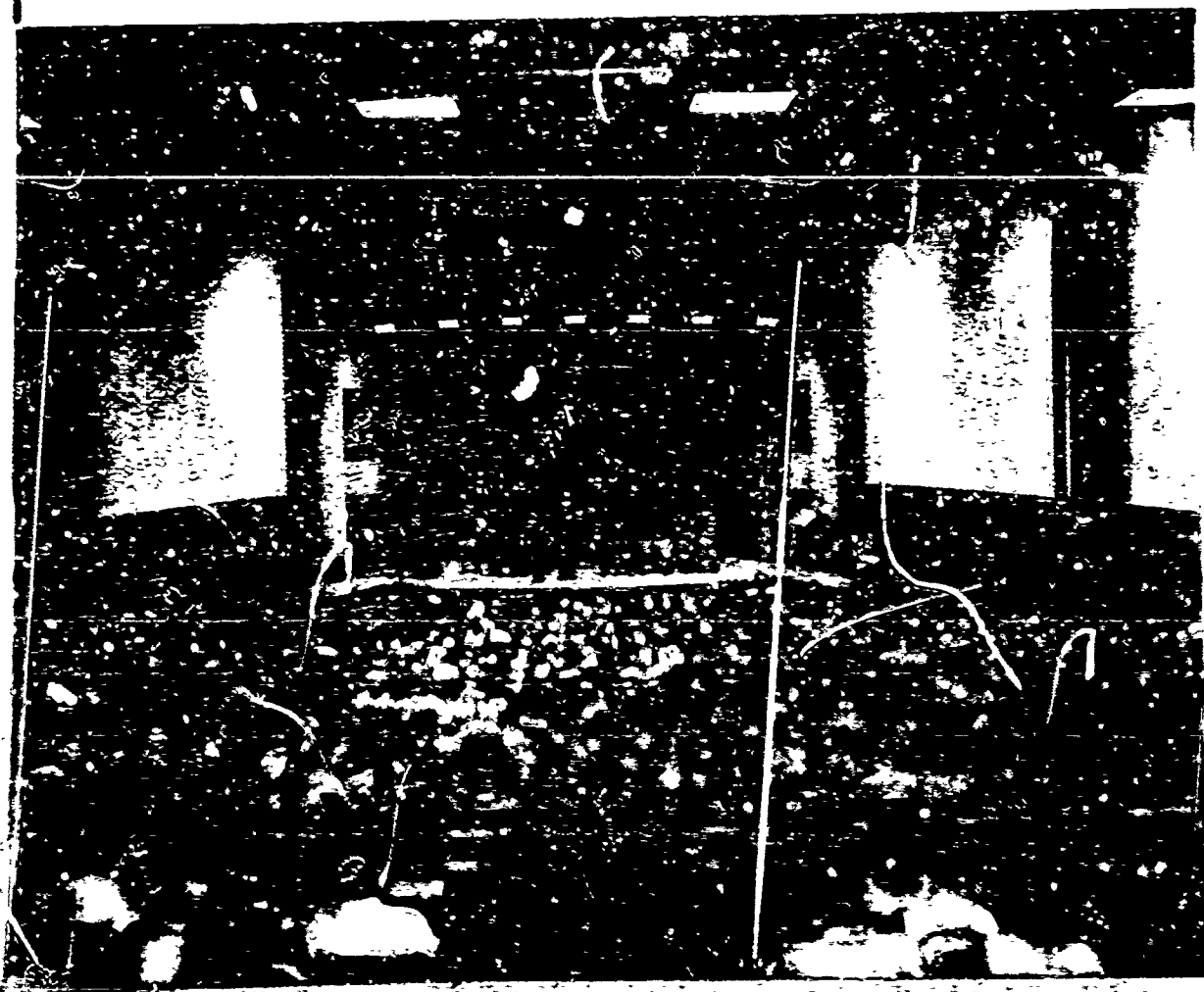
**DEGREES AND PROGRAMS OF STUDY.** The principal undergraduate degrees are the B.A. and the B.S., the latter requiring a total of at least 60 credits in science and mathematics. In addition there are specialized B.S. degrees in accounting, home economics, health education and physical education involving much smaller numbers of students, and a B.S. in Education open only to returning normal school graduates, of whom there are very few. Within the baccalaureate program there is provision for a two-year pre-engineering curriculum. Undergraduates in teacher education are predominantly B.A. matriculants, with fewer pursuing the B.S. or the specialized B.S. degrees.



Requirements for the two principal baccalaureate degrees include a prescribed distribution of about 64 credits in liberal disciplines, and a "major" concentration of at least 36 elective credits, not fewer than 18 in advanced courses in one department, toward the total of 128 credits needed for graduation. There is no "minor" concentration, the "major" being supported by collateral studies in other departments, related foreign languages, and prescribed seminars. Curriculum offerings include courses in American studies, area studies, comparative and world literature, urbanism, and — among languages — Arabic, Chinese, Hebrew, and Russian. On the prescribed level for lower classmen, in lieu of the standard introductory freshman courses, there are course sequences in integrated science, social science, and combined writing and literature; senior-year work features much individual and small-group study.

Undergraduate students in teacher education are subject to the same degree requirements. Students preparing for secondary-school teaching complete a major in their subject field, receiving their professional preparation in Education additionally. Those in elementary education (with which early childhood education is now combined) major in the Department of Education, collaterally fulfilling a 24-credit course concentration in another department, at least 12 in elective courses. Since almost all the courses in Education are loaded with laboratory, clinic, or field-training experiences (exclusive of the two-semester course in practice teaching), the work-load of teacher education students is more than normally heavy.

Since the formation of the City University, the Division of Graduate Studies of Brooklyn College has been extending and elevating its offerings. A growing number of departments participate in university-wide programs leading to the Ph.D. The largest enrollment, however, is in first-year graduate programs leading to the M.A. degree (in arts and sciences and in secondary teaching) and to the M.S. in Education (in elementary education and in all specialized programs). For students in the Department of Art, there is a special Master of Fine Arts degree.



Specifically in teacher education, advanced certificate programs extending beyond the master's degree (and short of the doctorate) are available, their purpose to select and train professional specialists for the schools. Examples of such programs are in Educational Administration and Supervision, Curriculum and Teaching of Language Arts, Guidance Practice and Administration, and Training for School Psychologist.

Undergraduates matriculated for a baccalaureate (CLAS and SGS) and graduate students in teacher education matriculated for a master's degree attend without tuition fees. All other graduate students, and all non-matriculated students (graduate or undergraduate) pay nominal tuition fees, well below prevailing rates in non-public institutions. CLAS students are in full-time attendance; SGS, predominantly part-time. Graduate students are predominantly part-time, more so in teacher-education than in the arts and sciences, although the number of full-time students in both sectors is growing. Doctoral programs invariably include a one-year residence requirement.

**FACULTY ORGANIZATION AND PROCEDURES.** The city colleges are governed by a democratic tradition, and the By-Laws are so written as to grant the faculties a large measure of self-government. The manner of faculty organization and specific procedures vary somewhat among the several colleges, although a spirit of freedom generally prevails.

At Brooklyn College responsibility for legislative formulation of policy is vested in an elected Faculty Council, with the general faculty meeting once every semester to serve as a body of review. The Faculty Council, composed of department chairmen, representatives of instructional departments, and representatives at large, meets monthly during the academic year under the chairmanship of the President. Operating through standing faculty committees and (where students are involved) through joint faculty-student committees, it transacts business pertaining to all aspects of college life and chiefly to curriculum and instruction.

The members of the faculty represent a diversity of educational background and academic experience. *In toto*, they are a carefully selected group. Qualifications for appointment are high, the doctorate being a prerequisite for appointment to any rank including the instructorship. State-protected tenure is conferred following the completion of a probationary three-year period, upon recommendation of the department and independent appraisal and recommendation by a Presidential Committee on Tenure headed by the Dean of the Faculties. Promotions are competitive, and qualifications for promotion rigorous, based upon quality of teaching, productivity in scholarship or research, and institutional service.

The faculty is organized in instructional departments, there being 23 such departments, of which the Department of Education is the largest. Departments are charged with the conduct and supervision of their courses and responsibility for management of their own affairs including the freedom to initiate proposals for curriculum development (which are then forwarded to the appropriate Faculty Council committees). The departments are themselves highly organized.

Each department elects its chairman, a Faculty Council representative, a Committee on Appointments, and its other operating committees. Departments meet monthly during the academic year, with the chairman presiding. A large department such as the Department of Education, with a wide array of program offerings and complementary services has a highly-developed internal structure.

Notwithstanding the complexity of the institution (or perhaps more because of it), a spirit of freedom prevails in teaching and learning, safeguarded by the faculty regulations and by the institutional authorities. Within the defined limits of a course, the teacher is free to develop his instruction according to the best canons of scholarship and technical competence. Innovation is encouraged and variety in viewpoint is welcomed. Supervision of instruction is carefully maintained, particularly during a teacher's probationary period, but the only conditions insisted upon are scholarly quality and successful transmission of learning.



## *Scope and Objectives of Teacher Education*



Until recently the unqualified function of teacher education at Brooklyn College was the preparation of teachers for service in the schools of New York City and adjacent communities, and the continued graduate instruction of teachers for permanent state certification and city licensing or for professional or self-advancement. As such the College was a teaching rather than a service institution, probably the most prolific of its kind in the number of teachers turned out.

Lately, although the teaching function continues predominant and new and expanded needs in teacher education have developed, two additional functions have assumed importance. One is direct service to schools and community agencies engaged in educational work, an outgrowth of recent pressing social problems as well as of quickened interest in new instructional techniques and practical school experimentation. An example of such service is in the rapidly-growing campus-school program (i.e., public schools with which the College is affiliated) which affords not only superior laboratory and training experiences for prospective teachers but also the opportunity to assist teachers and children directly in their classrooms. Another example is in a cooperative arrangement with the Bedford-Stuyvesant JOIN project, a community undertaking to rehabilitate and re-train school dropouts.

The second added function is research. The opportunities created by increased federal and state interest and by foundation sponsorship have had the effect of greatly augmenting and intensifying activity in educational research, on the part of individual teachers or associated groups or on an institution-wide basis. Some of this activity has proved very significant and rewarding. Examples



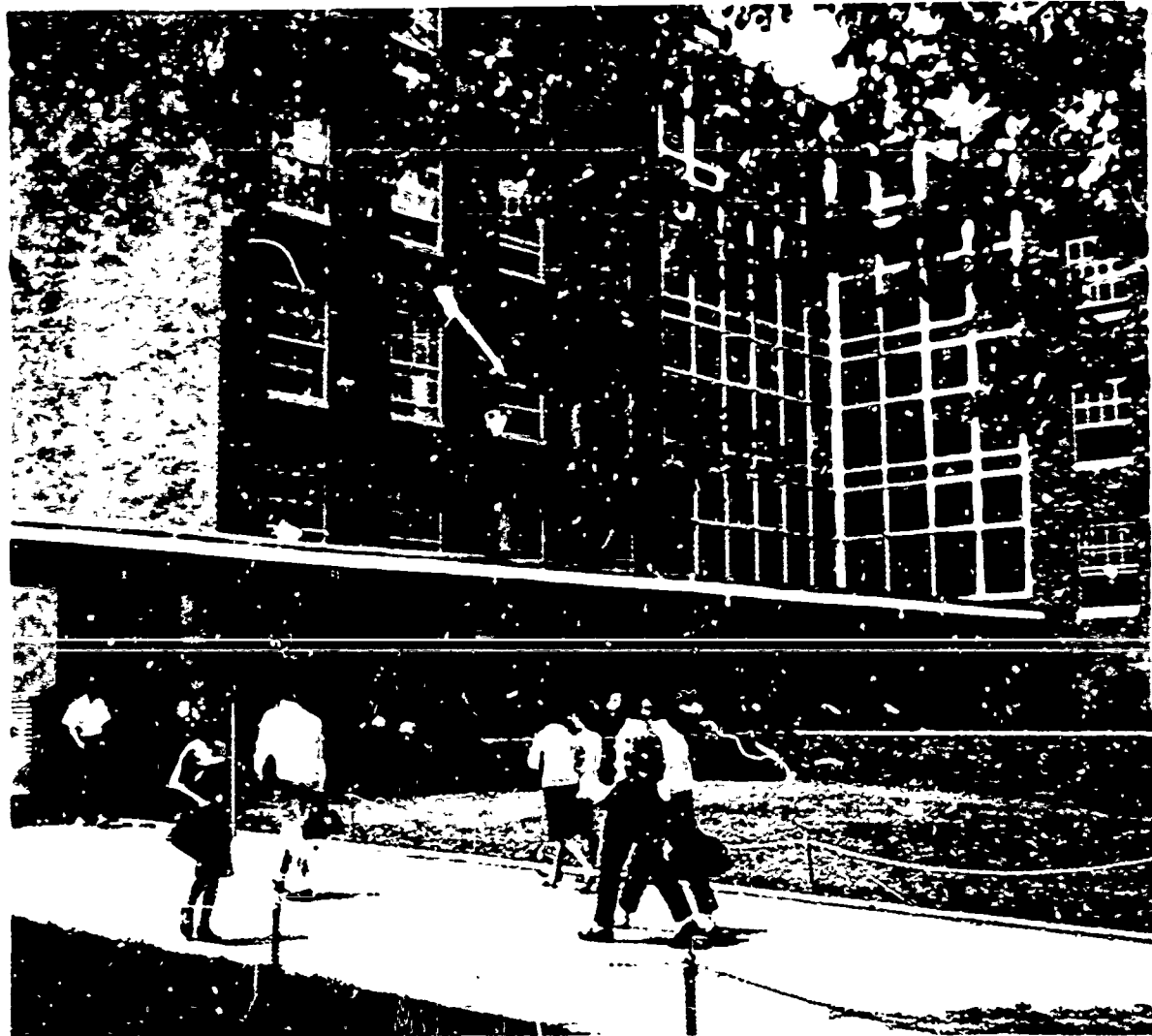
are studies in personality interaction of teachers and children, in conscience development in young children, in the development of generalization and logical processes, in reading instruction to kindergarteners, in reading prognosis and measuring instruments for disadvantaged children, and in the development of a mathematics curriculum for the disadvantaged.

A side-effect of this multiple growth in functions has been a strain on the teaching capacity of the institution. In any given semester a sizable number of able faculty members are engaged (at least part time) on service missions of various sorts, on and off campus, or in time-demanding research. Yet the College has not de-emphasized its responsibility as a teaching institution nor overlooked its special obligation to try to fit teachers for school posts in a large metropolitan community with its spacious opportunities but also distinctive and sometimes disturbing problems.

**CONCEPT OF A "LIBERAL" TEACHER EDUCATION.** Committed to a liberal way of teacher education, the College places a premium on command and integrity of scholarship i.e. a knowledge-consuming world. At the same time it does not undervalue the importance of teacher personality, nor the essentially creative nature of the teaching process for the exercise of which a sound professional and technical grounding is necessary.

A liberal education and the proper kind of professional preparation blend in the right person to produce a good beginning teacher who will grow in mastery of his profession. Though insisting upon a liberal education, the College is not willing to settle for merely "adequate" professional preparation nor to





recognize "quickie" ways to good teaching. If liberal education lends elegance to a teacher, a realistic and thorough professional training will help him to survive in the never-easy and often difficult world of the city classroom. This is our way of bridging the gulf which frequently separates the liberal and the professional components in teacher education, a separation which is unnecessary and hurtful to education.

From this concept follow the objectives and the assumptions that govern our activities in teacher education. On graduate levels of instruction, for example, we do not control the student's principal on-the-job experience; hence the effort of the College is to balance this experience with new insights in theoretical study and with frequent opportunities for laboratory, clinical, and field work under more controlled conditions.

**SCOPE OF UNDERGRADUATE TEACHER PREPARATION.** The College offers programs of preparation for pre-school, elementary, and secondary school teaching, approved for provisional certification and licensing in the State and in New York City, and on a reciprocal basis in states across the nation. For about a decade it has been a leader in distinctive practices in teacher education which are now gaining wider currency; for example, the integration of instruction in "methods" with the practice teaching experience under the same teacher.

Under the new State certification provisions which became effective in September 1966, early childhood and elementary education are combined under a single certificate (N-6), which may be extended to include three additional grades (N-9). The College offers a combined early childhood and elementary teacher preparation, making it possible, however, for students who knowingly

wish to prepare for one *or* the other to concentrate their training accordingly. (New York City, which maintains separate licenses for the two levels, recognizes the Brooklyn College N-6 program as qualifying candidates for either or both licenses.) There is an N-9 program for those who are interested; normally, however, students planning to teach on 7th to 9th grade levels pursue the secondary program.

The programs in secondary education prepare students to teach in junior and senior high schools (the programs are not separated) in any of the academic subjects and in such special subjects as health and physical education, home economics, music, and speech. Offerings in foreign language teaching are particularly extensive: French, German, Hebrew, Italian, Latin, Russian, and Spanish. A student may prepare to teach in only one field, e.g., languages, social studies, etc. To ensure capability to teach in both junior and senior high schools, the integrated methods-practice teaching experience is divided between the two levels (each student being trained in both).

In two fields of preparation — art and special education — the course of training spans both elementary and secondary grades.

**OBJECTIVES OF UNDERGRADUATE PREPARATION.** Without making a fetish of objectives, these are kept in mind:

1. Within the context of liberal education, to prepare students for qualified entry into the classroom and for competent performance of their responsibilities as beginning teachers in varied metropolitan school settings.
2. To enlarge the student's vision of the possibilities of education against the background of today's world, and to strengthen his resolve to realize these possibilities.
3. To help the student gain an understanding of the children he is working with, and to help him use the children's own capabilities and resources to advance their education.
4. To strengthen the student's incentive and basis for continued self-development and professional mastery.

**SCOPE OF GRADUATE PROGRAMS.** These are more extensive and complex. The two basic programs, enrolling the bulk of the students in teacher education, lead to the M.A. and the M.S. in Education degrees and to permanent State certification in the respective fields. On the undergraduate level, early childhood education continues to be separated from elementary education, and the student specializes in one or the other (in either case) leading to the M.S. in Education. Within elementary education, moreover, there are — for interested and qualified students — several specialized curricula (namely, Art Education, Mathematics Education, Music Education, Reading, and Educating Spanish-Speaking Children), and additional ones are being projected.

The secondary programs, with some exceptions, follow through the undergraduate fields of teacher preparation, qualifying graduates for permanent State certification. With the exception of Health Education, Home Economics, and Physical Education (which lead to the M.S. in Education), all lead to the M.A.

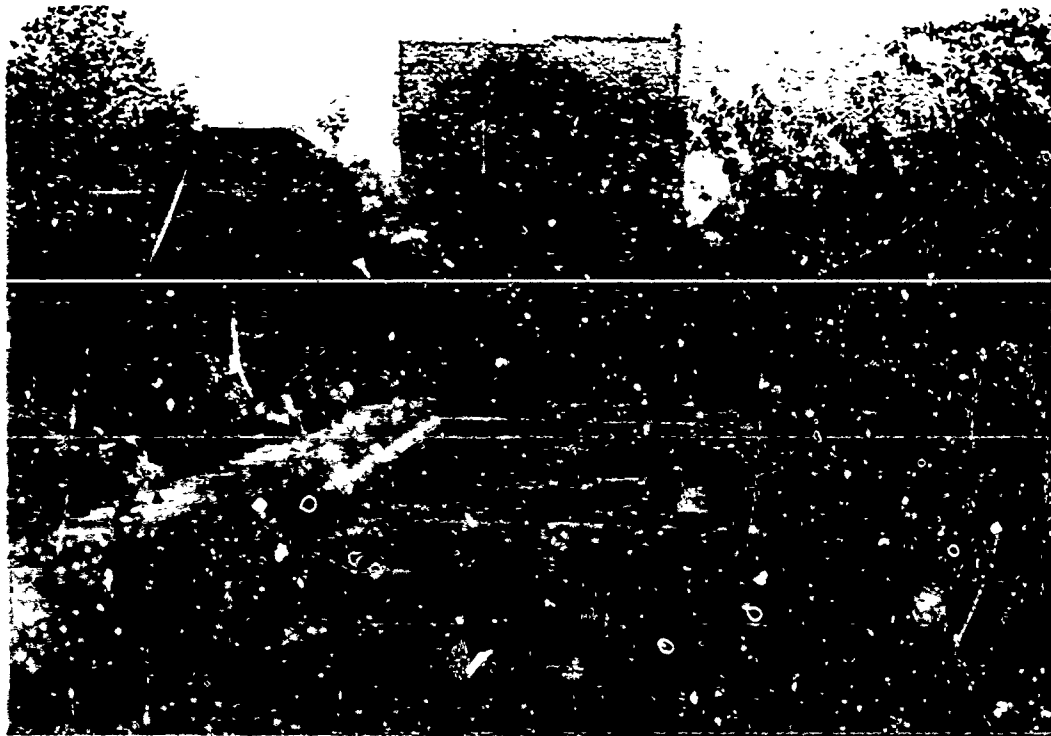
in the Teacher Education Program, as distinguished from the "straight" M.A. in arts and sciences.

Also on the master's (5th year) level are at least five specialized programs, all leading to the M.S. in Education degree. They are Educating Children with Retarded Mental Development, Education of the Speech and Hearing Handicapped, Guidance and School Counseling, Speech Improvement, and Preparing College Graduates to Teach in Elementary Schools in Disadvantaged Areas. A sixth program, Training for School Psychologist, totalling 60 credits of course work, spans the 5th and 6th years; but an M.S. in Education may be awarded upon completion of 30 credits provided some additional requirements are met.

Extending beyond the master's degree, but not reaching a doctorate are three specialized programs (in addition to the School Psychologist's) designed to prepare highly competent school specialists and leaders. They are: Curriculum and Teaching the Language Arts, Educational Administration and Supervision, and Guidance Practice and Administration. The master's degree is prerequisite for admission; and completion of the program is recognized by the award of an advanced certificate.

**OBJECTIVES OF GRADUATE INSTRUCTION — At the master's level:\***

1. To help students grow as educated persons and gain increased proficiency in scholarship and in the practice of the teaching craft.
2. To assist students in meeting pressing on-the-job problems and in becoming increasingly self-dependent in dealing with such problems.
3. To help students extend their professional horizons in viewing the nature of the teaching function and the role of the teacher.



\* The programs in educating children of retarded mental development, educating the speech and hearing handicapped, guidance and school counseling, speech improvement, and training psychologist aim more intensively to produce specialists in these fields.



**OBJECTIVES OF GRADUATE INSTRUCTION** — In programs beyond the master's level:

1. To prepare selected experienced teachers to become competent specialists in their chosen fields of professional practice, beyond the common requirements for certification or for eligibility for a position.
2. To find and develop prospective educational leaders in professional positions on school levels.

**SOME ASSUMPTIONS WHICH GOVERN OUR PRACTICES.** Reference has already been made to the importance attributed to the underlying spirit and substance of liberal education and to the primacy of scholarship as a requirement for teaching. This general premise extends through all programs of teacher education, graduate included. For example, the graduate program in elementary education, leading to the M.S. in Education, provides more than half its course work (15 to 19 credits) in humanities, science, and social science. The 6th year program in Educational Administration and Supervision (30 credits) contains a 10-credit concentration in advanced liberal study, in the belief that a school leader should have proficiency in a field of learning as well as technical competence as an administrator.

A second pervasive premise is that institutional fissions can be reduced and the work generally strengthened if teacher education is maintained, so far as possible, as an integrated College enterprise. Such integration is evident in the manner in which teacher education is organized and administered (see the following section), in curriculum planning and legislation. It is also, wherever possible, carried into the conduct of programs and course instruction. For example, the program in training school psychologists is guided by a joint steering committee from the Departments of Psychology and Education; instruction is inter-departmental. On the undergraduate level, secondary courses in "methods and practice teaching" are taught severally by members of the Department of Education and of academic departments.

Beyond these general assumptions, there are those which apply more specifically to the pre-professional or professional aspects of instruction, that is, where Education courses are involved. The most important are stated below:

**PERTAINING TO THE UNDERGRADUATE PROGRAM:**

1. Desirability of a unified sequence of Education courses, few in number and comprehensive in scope, which offer the essentials of preparation in child development and the learning process, group dynamics and behavior, the school as a social institution, the social and intellectual dynamics of education, the modern school curriculum, and methods and experience in teaching.

Accordingly, only four basic courses are offered in the undergraduate sequence in Education, exclusive of the senior-year course in methods and practice teaching. The courses are organized in two one-year sequences, one in psychological studies, the other in the study of the school as a social and educational institution. Priority in substance is given to the contemporary rather than to historical background.



2. Instruction in theory is more meaningful when combined with direct experience in child study and field experience in schools and other community agencies of education. (The New York metropolitan area is one of the richest educational laboratories in the world, and can serve as a priceless resource in teacher preparation.)

Hence, prior to the course in methods and practice teaching, three of the four basic courses in Education include child study of field experience as an integral feature. The first course in Education — Child Development and the Educative Process — calls for 45 hours of group work with children in a community center, as well as a study of individual children.

3. Instruction in methods of teaching is more meaningful when conducted in combination with practice teaching by a specialist who is in charge of *both*.

Reference to this assumption was made earlier. There is no course in "general" methods, and no instruction in methods apart from concurrent practice-teaching or teaching experience.

4. In an institution which works with such large numbers of students, it is imperative that attention be given to the individual student with respect to qualification for teaching, program counseling, admission to courses, accreditation for certification, and placement in a teaching position.

Accordingly, college agencies and offices have been organized to deal solely with these matters, working cooperatively with course instructors. The Center for Teacher Counseling and Placement advises students in the formation of a Plan of Study, maintaining individual record files for thousands of students. The Office of Community and School Experience coordinates the individual assignment of students for field training, and — in cooperation with course instructors — acts upon qualifications for admission to methods and practice teaching. A faculty Committee on Review receives petitions from individual students whose admission has been disallowed. A Certification and Placement officer attends to these functions.

#### PERTAINING TO THE GRADUATE PROGRAM.

1. Although continuity in professional training between undergraduate study and the first year of graduate study is desirable, a measure of *difference* or *discontinuity* is also necessary.

The fifth year is, therefore, not merely a prolongation of the first four. It marks the beginning of a distinctly graduate experience, with its emphasis on more compact instruction and learning and much greater use of the student's own resources.

2. A graduate program of study should reflect a balance between provision for on-the-job needs and a deepening and extension of professional background. A preponderance of attention to pressing immediate problems may be short-sighted in the long run.

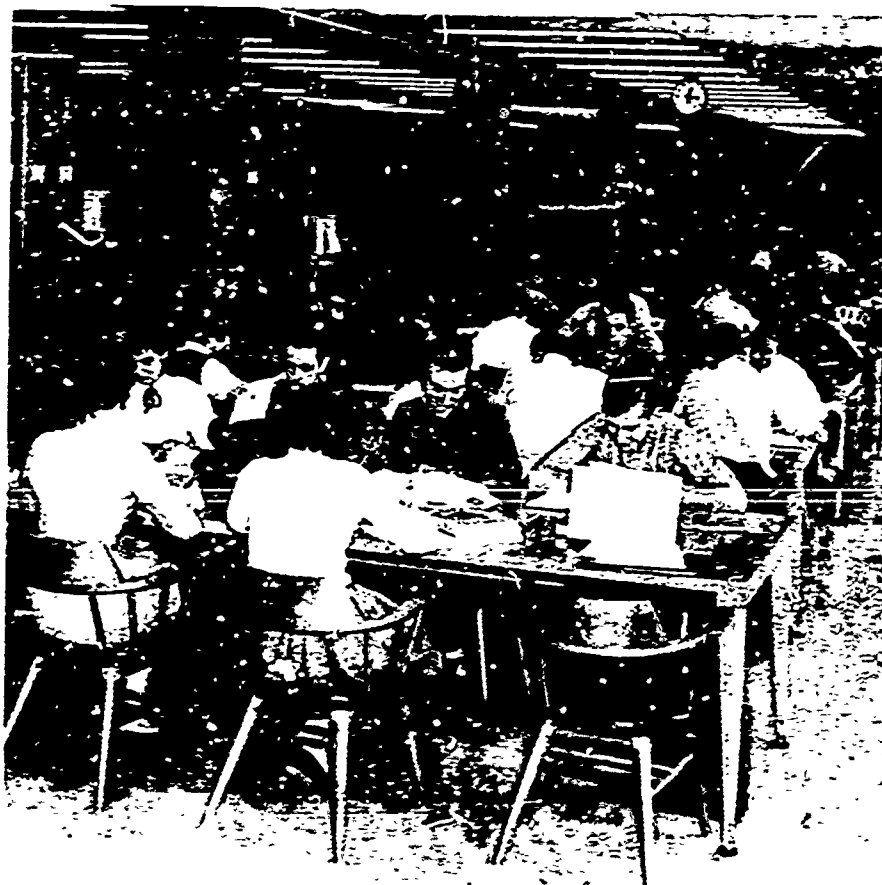
Accordingly, all graduate programs are aimed at promoting the student's personal growth and long-term professional power. At the same time, close contact with the student's on-the-job needs through workshops and practicums not only eases immediate pressures but also provides motivation for more open-ended study.

3. The potential applications of theoretical study are more easily recognized when such study is joined with concurrent school, laboratory, and clinical experience; all the more important, since students frequently work in schools whose practices differ markedly from those favored in a theoretical context.

The self-contained "special" programs in particular place heavy emphasis on laboratory, clinical, field, and internship experience, e.g., Guidance and School Counseling, Curriculum and Teaching the Language Arts. This is not to say, however, that there are no graduate courses which are fully sustained by theoretical instruction alone. Field experience is not introduced for the sake of making courses "look good"; they must be as justified by course objectives as is any of the theoretical content.



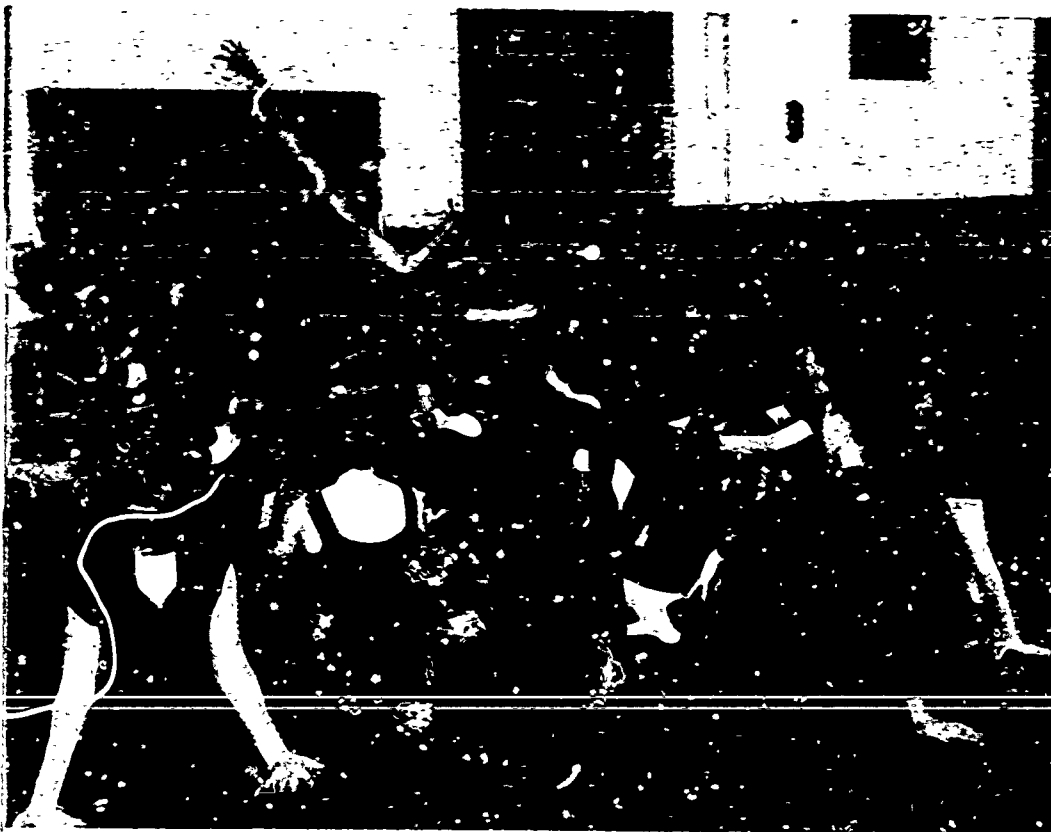
## *Organization for Teacher Education*



COORDINATION WITHIN THE CITY UNIVERSITY. So that the schools of metropolitan New York may be better served, the teacher-education programs of the four senior liberal-arts colleges in the City University are coordinated through the agency of the Division of Teacher Education, first formed under the Board of Higher Education in 1948, now operating as part of the University. The Division is headed by the Dean of Teacher Education. The Dean, his deputy, and the four college Directors of Teacher Education constitute the Coordinating Committee on Teacher Education.

The Coordinating Committee meets bi-weekly during the academic year, formulating broad guidelines of policy, assessing needs, developing and sharing plans, and making program allocations. It does not develop programs nor sit as a curriculum committee, but does pass upon new program proposals advanced by the colleges from the standpoint of need, quality, and budgetary considerations. With the founding of the community colleges, the Committee has sought to develop close articulation among all University components in teacher recruitment, advisement, and training.

Within a broad common framework the several institutions have much latitude for initiative and freedom to vary; and indeed they do. The Dean of Teacher Education is charged with general supervision of the whole and serves as University spokesman. There are upper echelon University committees — the Coordinating Committee for one, the Graduate Administrative Committee, and finally the Administrative Council of Chancellor and college presidents — to which appropriate matters are referred for approval before they reach the Board of Higher Education. But the main responsibility for teacher education rests with each senior-college faculty.



**INTEGRATION OF TEACHER EDUCATION WITHIN BROOKLYN COLLEGE.** As a major institutional enterprise involving two-fifths of all undergraduates and three-fourths of the graduate students, teacher education was long ago assimilated within the body of the College proper, and has so remained. As near as possible, teacher education is an all-college undertaking.

The organization of the faculty and its role in policy making and legislation were described in Chapter I. These apply precisely to teacher-education functions in curriculum, the governance of instruction, and related administrative matters. Through its Faculty Council, faculty committees, other representative agencies, and its administrative officers, the faculty is in charge.

Proposals affecting teacher-education content or procedure may originate in a variety of ways. They may come from departments (not solely the Department of Education), from individuals in departments or members of the faculty, or from Faculty Council committees (in which case the flow is reversed, and consultation with departments follows). Invariably they reach the appropriate Faculty Council committee which, after a hearing and clearance with all concerned, may approve, revise, or reject. The committee's recommendations are then submitted to the full Faculty Council for action.

Instruction in teacher education is similarly integrated, in a manner to be described below. Administrative responsibilities of deans and other officials are on a functional basis (cutting across the entire college) rather than by organic division. Thus, the Dean of the Faculties is the senior personnel officer for the entire college, including faculty in teacher education. The Dean of Students is responsible for all student services and counseling programs, and, as such, has supervisory charge of the Teacher Counseling and Placement Center.

Coordination of teacher-education activity within the College is the responsibility of the Director of Teacher Education, who is the elected Chairman of the Department of Education. It is his duty to offer professional advice and information to departments and faculty committees as needed, to serve as the President's chief assistant in matters of teacher education, to represent the College at the Division of Teacher Education and before state and local school agencies.



**THE DEPARTMENT OF EDUCATION.** This is the largest department in the College (and, at a reasonable guess, probably the largest college department anywhere numbering—in 1966—some 165 members, exclusive of part-timers in the School of General Studies and in the Division of Graduate Studies). In structure it resembles any other college department except that it is more complex. It has an elected chairman, a representative to the Faculty Council, and a Committee on Appointments; besides these, an extensive roster of standing committees, instructional course committees, special service and administrative offices, deputy chairmen, and special program supervisors. Notwithstanding its size and complexity, it works as a unit, meeting monthly during the academic year to transact its business, passing upon policy decisions and all legislative proposals.

The principal function of the Department of Education is to conduct instruction in its own extensive and varied offerings, i.e., in professional and technical studies titled Education courses. In this capacity it serves about 9000 students in day, evening, and graduate sessions through courses of instruction and supervision of field experience. It cooperates with other departments in joint program or course offerings. It serves schools and individual teachers through projects in curriculum development, new instructional media and technologies, experimentation with teaching materials, evaluation, research, clinical study, and school-community problems. It carries a large burden of activity in grant-aided and independent research, professional consultation, and civic participation on every level. And each year it issues a five-page bibliography of its professional publications.

Next to teaching, however, the Department's largest industry is planning and initiating new proposals to meet developing needs and contingencies. As the department most fully and directly involved in teacher education, it is especially obligated to take the lead in advancing new ideas to the attention of the College, and does this with spirit. The bulk of the work is done in departmental *standing committees* organized for the purpose—on Curriculum and





Admission Requirements, on Graduate Studies, on the School of General Studies, on Field Experience, and the like — supplemented by *ad hoc* committees charged with special projects. Committee proposals are submitted for discussion and vote by the entire Department before proceeding to the appropriate Faculty Council committee for the next stage of consideration.

Bearing the brunt of concern for the improvement of current offerings and services are the *course committees* constituted of all teachers engaged in teaching a course or a group of courses in a common field (e.g., psychological foundations). Each course committee elects its own chairman. The committees meet regularly to review course accomplishments and needs, reappraise course objectives and content, explore new teaching materials and resources, and determine course examinations. Much of the vitality of on-going instruction is due to them. Among other things, they help to induct new colleagues into their course responsibilities.

The Department of Education is composed of specialists, and instruction is organized along specialized lines. Specialists from the Department are used freely on assignment to other departments of instruction, as are colleagues from other departments to the Department of Education. As a rule, all teachers of "methods and practice teaching" courses have had experience in teaching their subjects in lower schools of appropriate level and, as a matter of practice, all or nearly all continue to be immersed in school activities. A number of teachers from adjacent school systems, on temporary appointment to the College, contribute a mutually-profitable leavening to this group.

**ORGANIZATION OF INSTRUCTION.** As a rule, each department of instruction is responsible for the conduct of courses in its disciplinary field, and almost all departments share in the instruction of teachers and prospective teachers. A great deal of interdepartmental activity, however, prevails in connection with teacher education. On the graduate level a number of programs





are not only conducted jointly by several departments including the Department of Education (e.g., School Psychology), but some of the courses within the programs are also *taught* jointly by colleagues from several departments. For example, in the special curriculum in Educating Spanish-Speaking Children, two instructors are paired for each of the two core courses, in one from the Departments of Sociology and of Education, and in the other from Modern Languages and Education.

On the undergraduate level the most notable instance of interdepartment sharing is in instruction of the secondary "methods and practice teaching" courses. A separate course is offered in each subject of instruction, and the courses are staffed by specialists from the Departments of Education, Art, Health and Physical Education, Modern Languages, Music, Speech, and — periodically — Mathematics. In several instances the courses have been taught jointly by paired teams from the Department of Education and an academic department. Such division of labor is not pursued as an end in itself: the important determinant is not departmental jurisdiction or prerogative but the availability of the most qualified teacher.

Summer session courses, particularly on the graduate level, make significant use of demonstration classes organized in conjunction with workshops and practicums. Examples (from the 1965 Summer Session) are the Practicums in Science for Elementary School Teachers, in Mathematics for Elementary School Teachers, for Teachers of Gifted Children, and in Remedial Techniques in Language Arts. Often, in such cases, content and technique courses or theory and practice courses are combined under one or more instructors to afford a more substantial and enriched learning experience.

To coordinate interdepartment activities in some of the more extensive and complex graduate programs there are special program supervisors whose task it is to oversee the selection and admission of students, the staffing of courses, and the administration of counseling and student services.

**ORGANIZATION OF TEACHER EDUCATION SERVICES.** Because of the large number of students involved, it has been necessary to systematize procedures for performing services related to teacher education. Notwithstanding these arrangements, any spirit of formality in working with students is avoided.

1. *Student Counseling and Placement.* Reference has already been made to the Teacher Counseling and Placement Center. The staff of the Center is constituted of a coordinator and a group of 9 or 10 faculty counselors, drawn mostly from the Department of Education, who work closely with the Department at the same time as they serve in the larger College Counseling Program under the Dean of Students. In this way they bring together the general information concerning academic offerings and requirements and the more specialized information pertaining to teacher preparation. The Center serves undergraduate students through orientation programs, individual counseling, assistance in the preparation of college plans of study, and maintenance of records. On the graduate level, a comparable group working under the Deputy Chairman of the Department of Education for Graduate Studies performs similar services.

A Director of Placement, attached to the Center, assists graduates seeking positions in schools outside of New York City. Over a period of about 15 years he has helped place practically every student interested in such a position.

2. *Speech Interviewing and Remedial Instruction.* These services, associated with qualifying for admission to "methods and practice teaching" courses, are performed by a panel of specialists from the Department of Speech working with colleagues in Education. Every student seeking admission to a "methods and practice teaching" course, and every applicant for graduate admission who has not previously qualified in speech, is requested to participate in a Speech Qualifying Interview. There are three interviewers — two faculty members from Speech, and one from Education. Students whose speech falls below the desired standard are given opportunity to enroll in small remedial groups where they receive individualized training.

3. *Assignment to Community Agencies, Schools and Other Field Experiences.* This function is centralized under the Office of Community and School Experience, staffed by persons from the Department of Education. Since all but one of the undergraduate courses in Education involve some form of field experience, centralization of this function avoids the overlapping use of schools and community agencies, and reduces the amount and variety of record keeping. It may be noted in passing that as many as 1200 students are individually assigned to community agencies in any one semester, and as many as 900 for practice teaching in the schools.

4. *Selection of Students for Admission to "Methods and Practice Teaching."* This is a shared function with many participants: instructors in upper-junior Education courses who prepare an endorsement for each applicant; academic departments of study which submit recommendations for applicants for secondary teaching; the Medical Office; and the Speech Service. The task of assembling and collating this information for each student falls to a coordinator in the Office of Community and School experience, acting on clear faculty directives. This office informs the student of his qualification status, and follows through with

an assignment to a school. An independent three-member Committee on Review acts on appeals by students denied admission to "methods and practice" teaching.

5. *Evaluation and Research.* An Office of Testing and Research is available to assist departmental and course committees, Faculty Council committees, and individual instructors in all departments with technical matters involved in assessment of course content, instruction, and student achievement. The office also conducts organized research programs in teacher education.

Note: Two training resources of unique value whose instructional services are integrated into the programs of teacher education throughout are the Educational Clinic and the Early Childhood Center. Some of their contributions will be mentioned in connection with specific programs.







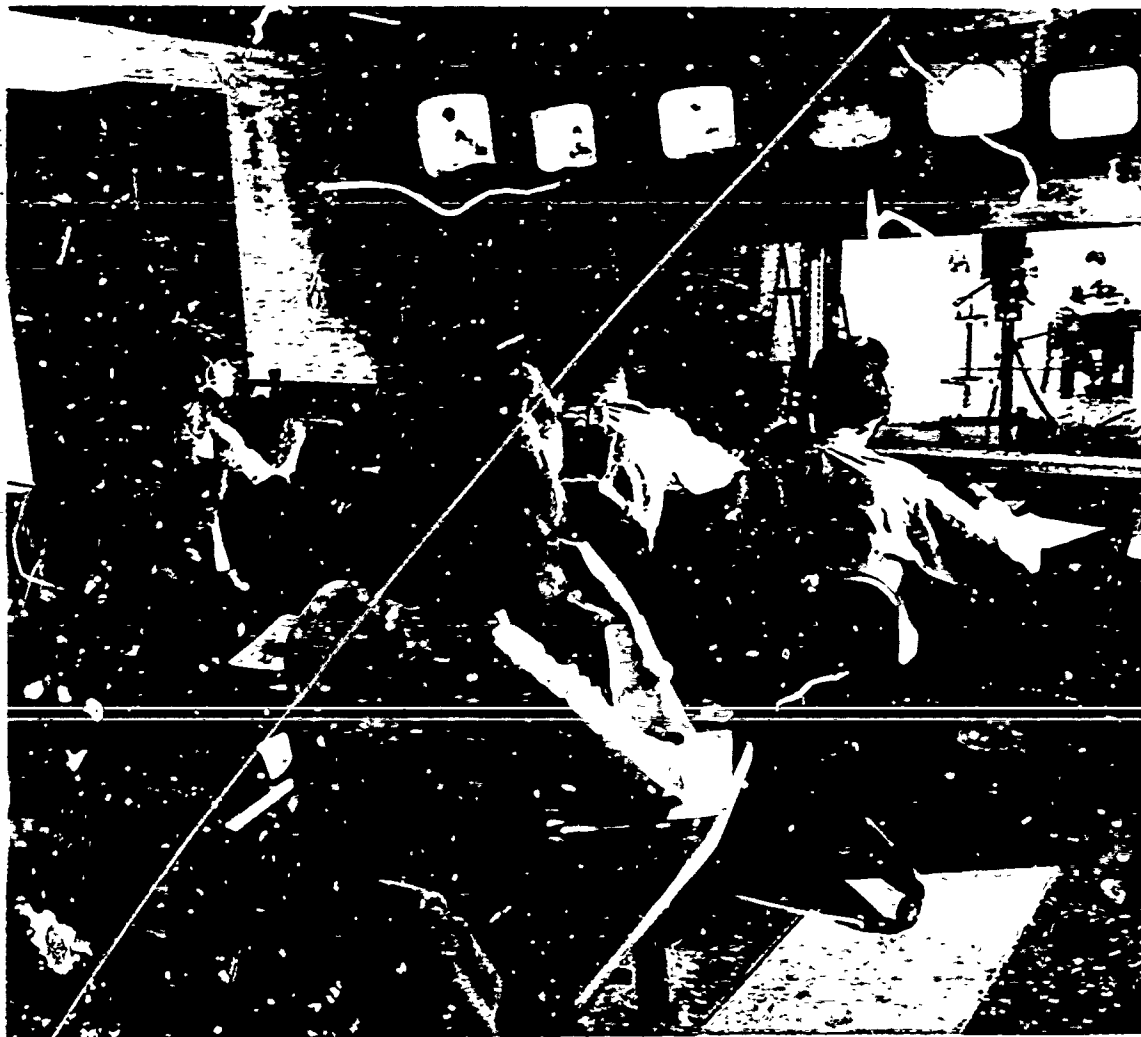
## *Preparing Teachers for Urban Schools:*

### *The Undergraduate Program*

In a total population of (roughly) 10,000 undergraduates in the College of Liberal Arts and Sciences, about four in every ten are interested in pursuing a career in teaching, in the ratio of three to four women students for every man. About twice as many prepare for early childhood and elementary teaching as for secondary-school subjects. All pursue a curriculum of liberal studies as well as a professional course of preparation, early childhood and elementary students "majoring" in Education with an added elective concentration in another department, secondary students majoring in their departments of instruction. This chapter pertains specifically to the professional course of preparation.

**ORIENTATION AND GUIDANCE TOWARD TEACHING.** Students become acquainted with the opportunities and requirements for a career in teaching long before they are ready to enter professional study. As entering freshmen they are informed of career opportunities afforded by the college studies including, specifically, the fields of teaching for which preparation is given. As lower classmen they are assisted by faculty counselors in semester-to-semester program planning in such a way as to be able to fulfill not only college prescriptions but also corollary requirements for teaching, e.g., the 24-credit liberal arts concentration required for elementary teacher certification.

During the upper sophomore or lower junior semester, students come within the purview of the Department of Education proper in two ways: by enrolling in one or two Education courses, and by applying for and receiving assistance from the Teacher Counseling and Placement Center in preparing an individual Plan of Study for the two upper years. This Plan of Study, amendable as needed with a counselor's approval, becomes the student's flexible program guide for the remainder of his college stay. Prospective early childhood and elementary teachers (Education majors) are under the counseling jurisdiction of the Center; prospective secondary teachers under college and departmental advisers, in collaboration with the Center. All prospective teachers are registered with the Center; and for all, records are maintained in individual files.



For the two upper years the Center becomes for teacher-education students a source of information, assistance, and advice as needed. Students are not oversolicitously plied with counseling. Nor does the Center displace any of the informal counseling relationship between teacher and students which is so intimately a part of good course instruction.

**CHARACTER AND QUALITY OF PROFESSIONAL STUDY.** A sequence of professional study is merely a skein which holds together a rational plan of instruction. The College has no commitment to any given sequence or combination of courses, having repeatedly shown its readiness to make small and large changes. The important thing is to provide a quality of learning experience which fits the student for his future job, and which succeeds in generating some of the excitement and adventure inherent in teaching all manner of children in varieties of unpredictable situations, avoiding the tedium, despair, or plain bafflement so often associated with the teaching vocation.

The College proceeds on the idea that a way to prepare teachers for urban schools is by direct familiarization with the tasks before them in the communities and schools and with the children they will be serving, at the same time assessing their experience and exploring more deeply the opportunities, needs, and methods of improving education. In that way teachers may develop a realistic view of what is done and what is possible, avoid the fear of the unknown, and bring to their profession a balanced, practical idealism which is not likely to diminish in the crucible of later experience. Theory is not sacrificed for practice, but is paired with it. On the other hand, professional training is not treated as though it were an academic discipline.

**THE SEQUENCE OF STUDY: COURSES PREPARATORY TO METHODS AND PRACTICE TEACHING.** This sequence consists of four courses arranged in two parallel one-year series. Three of the four courses are common to both the early childhood-elementary and the secondary levels of preparation. One of these three is paired with an alternate, affording the students an option. Finally, in lieu of the one-year series in psychology, secondary students with tight schedules resulting from special requirements in their department have available a condensed one-semester alternate (Educ. 29.5).

The sequence, accordingly, consists of 12 or 9 credits in courses as follows:

Educ. 27.1. Child Development and the Educative Process  
(Elementary) — 3 credits

*or*

Educ. 27.2. Adolescent Development and the Educative Process  
(Secondary) — 3 credits

*and*

Educ. 28. Learning, Evaluation, and Mental Health (Both)  
— 3 credits

*or* (in lieu of Educ. 27.2 and 28)

Educ. 29.5. Adolescent Development and the Educative Process;  
Learning, Evaluation, and Mental Health  
(Secondary) — 3 credits

*and*

Educ. 30.3. Education in Modern Society (Both) — 3 credits

*or*

Educ. 30.4. Philosophical and Historical Foundations of  
Education (Both) — 3 credits

*and*

Educ. 35. The School Curriculum (Both) — 3 credits

The courses taken in series are Educ. 27.1 or 27.2 and Educ. 28; Educ. 30.3 or 30.4 and Educ. 35. Educ. 27.1 or 27.2 and Educ. 30.3 or 30.4 may be taken concurrently, as may be Educ. 28 or 29.5 and Educ. 35. The sequence, which may be completed in two or three semesters, provides articulation and continuity, with little or no overlap; although tight, it affords flexibility in programming and one option in study.

**THE SEQUENCE OF STUDY: EARLY CHILDHOOD — ELEMENTARY METHODS AND PRACTICE TEACHING.** This consists of two paired methods-and-practice teaching courses, one pair for each semester of the senior year, totaling 18 credits for the year. The pairings are so arranged that, although qualifying for the same teaching certificate, a student may concentrate either on the early childhood grades (N-3) or on the upper elementary grades 4-6, receiving some preparation, however, in both. In either case, a total of 300 hours of practice teaching is required; prospective early childhood teachers complete 200 hours in these grades, 100 hours in the upper grades; prospective upper grade teachers, 200 hours in the upper grades, 100 in early childhood. The collateral methods courses are homogeneously organized with respect to these specializations. Methods and practice teaching are under the charge of the same teacher, in some cases for the entire year.



The sequence, then, is:

Educ. 51.1. Teaching in the Early Childhood Grades

— 6 credits

*and (concurrently)*

Educ. 51.2.\* Supervised Instructional Experience in the Early  
Childhood Grades — 2 credits (100 hours)

*or (concurrently)*

Educ. 51.4.\* Supervised Instructional Experience in the Early  
Childhood Grades — 4 credits (200 hours)

*followed by*

Educ. 52.1 Teaching in the Upper Elementary Grades

— 6 credits

*and (concurrently)*

Educ. 52.2.\* Supervised Instructional Experience in the Upper  
Elementary Grades — 2 credits (100 hours)

Educ. 52.4.\* Supervised Instructional Experience in the Upper  
Elementary Grades — 4 credits (200 hours)

**THE SEQUENCE OF STUDY: METHODS AND PRACTICE TEACHING FOR THE EXTENDED ELEMENTARY GRADES (7-9).** For students seeking to qualify for the New York State extended elementary certificate (N-9), there is an additional methods course in a specific subject, paired with a course of two hours of practice teaching in grades 7 through 9. To be eligible for admission, students must have completed both preceding methods courses and 100 hours of practice teaching on each level (Educ. 51.2, 52.2), and in addition a stated concentration of course credits in the specific subjects. The additional pair of courses is:

Educ. 65.01-65.11. Teaching in the Junior High School

— 2 credits

Educ. 65.01. English

Educ. 65.04. Science

Educ. 65.02. Social Studies

Educ. 65.11. Romance Languages

Educ. 65.03. Mathematics

*and (concurrently)*

Educ. 66.01-66.11.\* Supervised Instructional Experience in the  
Junior High School — 2 credits (100 hours)

Special course numbers corresponding to those above.

**THE SEQUENCE OF STUDY: SECONDARY METHODS AND PRACTICE TEACHING.** These courses are organized by subject specializations, and extend for one or for two semesters in the senior year, for the convenience of the students. In fields where the enrollment is heavier (e.g., English, social studies), both the longer and the shorter courses are offered. In either case, the course totals 7 credits, and includes 125 clock hours of practice teaching or about 180 class periods. Unlike the elementary courses, methods and practice teaching are not paired units, but parts of a single course.

\* These separate course designations are merely a registration and record-keeping convenience. Actually there are no separate course sessions. The methods and practice teaching courses are totally merged.

Both instruction and teaching experience spans the entire range of secondary education, grade 7 through 12 inclusive. Students are given teaching experience on both the junior and the senior high school levels, except that students may choose to fulfill the practice teaching requirements on the junior-high-school level exclusively. The course sequence follows:

Educ. 61.01-61.15. Methods and Practice Teaching in the

Secondary School I — 3 credits (25 hours)

Educ. 61.01. English

Educ. 61.11. Romance Languages

61.02. Social Studies

61.12. Music

61.03. Mathematics

61.13. Health & Physical

61.04. Science

Education

61.05. Home Economics

61.14. Speech

61.07. Hebrew

61.15. Russian

*followed by*

Educ. 62.01-62.15. Methods and Practice Teaching in the

Secondary School II — 4 credits (100 hours)

*or*

Educ. 61.01, 62.01 — 61.15, 62.15. Methods and Practice Teaching  
in the Secondary School

— 7 credits (125 hours)

**THE SEQUENCE OF STUDY: METHODS AND PRACTICE TEACHING IN ART AND IN SPEECH CORRECTION (IMPROVEMENT).** Preparation in these two subjects spans both elementary and secondary levels. Students have "majors" in their subjects, and either elementary or secondary preparation in the pre-methods courses (i.e., either Educ. 27.1 or 27.2). The sequences are:

Educ. 55.3. Methods and Practice Teaching in Art in the  
Elementary and Secondary Schools I

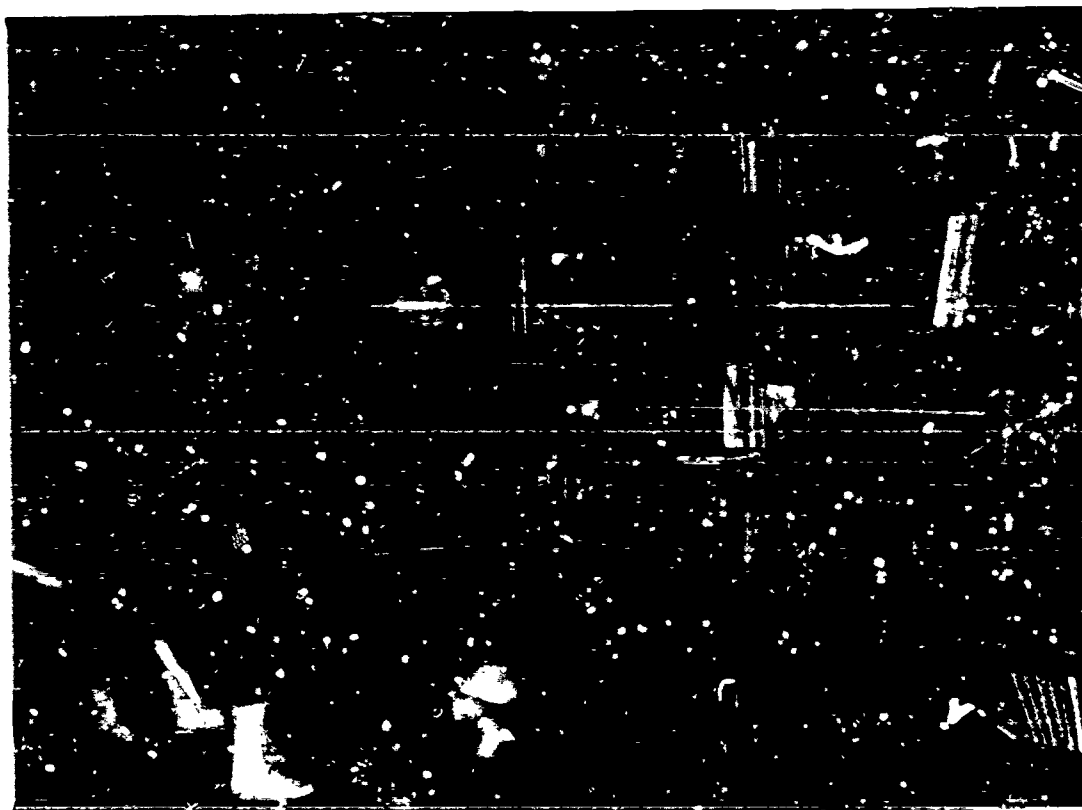
— 3 credits (25 hours)

*followed by*

Educ. 55.4. Methods and Practice Teaching in Art in the  
Elementary and Secondary Schools II

— 4 credits (100 hours)

The sequence in Speech Correction (Educ. 55.5-55.6) has comparable titles.



**COURSE CONTENT AND RELATED EXPERIENCE.** Something of the flavor of the courses may perhaps be conveyed through briefly-worded descriptions.

*Child or Adolescent Development (Educ. 27.1, 27.2).* In each case there is systematic study of human development from birth to adulthood, with differentiated emphasis either on childhood or adolescence. Collateral experiences include an extended study of a child or an adolescent, observation of child behavior and learning at the Early Childhood Center, demonstrations and case studies at the Educational Clinic and lectures by Clinic specialists, and 45 hours of work experience at a community center with children or adolescents spaced over the entire semester. The course instructor is also the field-experience supervisor, although a separate evaluation report is received from the community center for each student.

*Learning, Evaluation, and Mental Health (Educ. 28).* Not a continuation of the previous course, but a more intensive and systematic study of three large areas. The emphasis is on familiarization with experimentation and research, concept formation, and the development of principles. Evaluation includes elements of statistical measurement as well as projective and sociometric techniques.

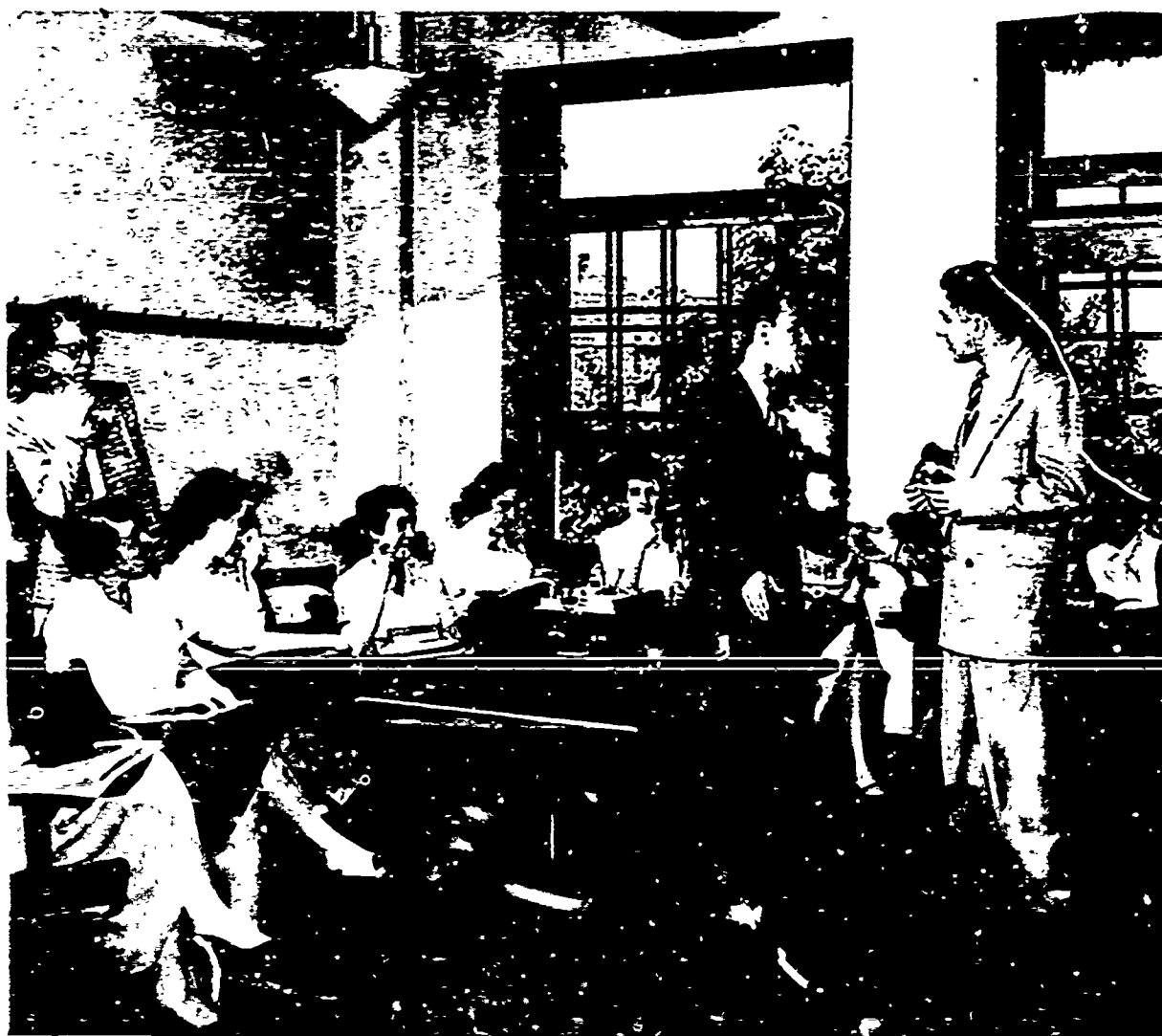
Collateral experience is again based upon the Early Childhood Center and the Educational Clinic, and in addition there are visits to clinics, mental health centers and schools, and practice participation in school testing programs.

The course instructor also participates in determining the student's qualifications for admission to methods and practice teaching. Each instructor submits written assessment of every student which is weighed along with other pertinent information.

*Social Foundations of Education (Educ. 30.3 or 30.4).* The student has a choice of one course or the other, determined by his intellectual preference and earlier preparation. Neither course is all embracing: Educ. 30.3 explores the social scene laterally, examining the major forces shaping education in the modern world, issues and problems, particularly urbanism; Educ. 30.4 probes in depth, pursuing some of the same problems (e.g., value systems, cross-cultural living) in historical or philosophical perspective. Each course is open-ended, affording opportunity for independent study and honors work. There is no collateral field-experience requirement.

*The School Curriculum (Educ. 35).* This last course in the sequence preparatory to methods and practice teaching focuses on the operation of the school as an educational institution, on the origins and development of curriculum, or curriculum issues and problems. The collateral field-work includes a minimum 15-hour assignment as a School Trainee in schools where important curriculum developments are taking place. School Trainees study schools in action but do not engage in practice teaching.

*The Elementary Methods and Practice Teaching Courses.* These are so arranged as to permit the students to spend the mornings in the school, the afternoon in college attendance of the course in methods of instruction, plus one or two courses he may be taking in pursuance of graduation or teacher-certification requirements. The "methods" courses are scheduled for three meetings weekly, in two-hour sessions. Sections are limited to a maximum of about



24 students, so that the teacher may be enabled to work with all the students in the classroom and in the field. One such section normally constitutes the teacher's total work load for the semester.

Instruction in the methods courses is organized laterally by grade groupings, not vertically by subjects, on the principle that neither the child's learning experiences nor the teacher's daily school life is or should be compartmentalized, but that study experiences flow into and are related to each other. The first semester of methods instruction, accordingly, deals with the nursery, kindergarten, and lower grades (1-3), emphasizing those learning experiences and subjects of instruction which normally are given emphasis in these grades—developmental, creative, and socializing activities, reading and the language arts, number work and simple mathematics, and rudimentary science and social study. In the second semester, the course deals with the child's program of study in grades from four to six, dwelling on the more systematic subject-matter instruction in these grades: language and reading, mathematics, science, social studies, art, music, health and physical activity.

The course instructor normally takes charge of all subjects of instruction in the grades encompassed by his course; occasionally two instructors, with different and complementary strengths, may team up to teach one course. No one instructor can be equally competent in all subjects of instruction; but, on the basis of our experience, it has been found desirable for each instructor to have *outstanding competence* in one or more of the subjects. This gives authority to the course without necessarily unbalancing it. Specialist instructors serve as consultants to one another in their field of specialization, e.g., the plastic or the graphic arts, music or the dance, poetry or creative writing.



Closed-circuit television is used for presentation by kinescope or videotape of units of study prepared by specialists for general use. Moreover, the several course sections are grouped together into a number of teams of sections; one course session weekly throughout the year is devoted to a large-group meeting of *teamed* sections for lectures by staff specialists and outside consultants. The course manages to preserve the intimacy and unity of small-group instruction, at the same time making use of specialist services.

The practice-teaching experience is on grade levels corresponding to the concurrent methods courses, and the day-to-day results of this experience are woven into the texture of instruction. Normally, from four to six students are assigned for practice teaching to a single school under the supervisory charge of the course instructor, so that the total number of schools within a course instructor's charge is relatively limited and, by repeated visiting, the instructor gains thorough familiarity with both the school and his student teachers. Each visit is followed by a conference with the student on or off the school premises. In experimental instances, the afternoon course sessions have also been held at a centrally-located school, bringing the whole teacher-training process directly to the scene of operations.

In the course of the year, a student normally fulfills his practice-teaching assignment in two schools, at least one of which is a designated "special service" school, i.e., with special services for disadvantaged children. Of the 150 elementary schools in the large borough of Brooklyn (pop.: 3 million), Manhattan, Queens, and adjacent suburban areas which cooperate with the College in accepting student teachers, at least half are schools with disadvantaged children of Negro and Puerto Rican minority groups. At the completion of this practice-teaching experience, many students choose to remain as teachers in these schools.

The College works closely with its cooperating schools and teachers. The cooperating teachers are partners in directing and supervising students in practice teaching, and participate in the active professional and social life of the College. Course instructors frequently serve as school consultants, conduct in-service workshops, help individual classroom teachers with resource materials, and pursue experimental activities.



*The Secondary Methods and Practice Teaching Courses.* Compared with the elementary, these are more simply managed. Classes, specialized by subject or subject group (e.g., social studies), range in size from a maximum enrollment of about twenty to very small groups (in such subjects as music, Hebrew, Russian), under the charge of a specialist teacher from the Department of Education or from an academic department. Where the class enrollment exceeds twenty, an assistant teacher is assigned to share in the course instruction and practice teaching supervision. The relationship between teacher and student is close, the work almost individualized.

Classes meet twice weekly (in single or in double sessions—in the year course and the semester course respectively), usually in early morning hours. The students then report to their schools and stay for four consecutive (40-minute) periods, observing, teaching, or otherwise participating. They are encouraged to familiarize themselves with the school operation, attend staff meetings and school functions, and participate in extracurricular activities. Cooperating schools within the city public schools are designated by the Board of Education from lists of preferred schools prepared by instructors in consultation with their students. They include junior high schools, academic and vocational high schools, and are geographically distributed so as to encompass the socio-economic spread of the city's population. A student normally works in both a junior high school and a high school.

Again, instruction in "methods" and the practice teaching experience are very closely knit. Each student is visited four to six times by the course instructor, and in addition there are conferences with the cooperating teacher, the department head, or the school principal. It is a gratifying fact that professors from academic departments who share in conducting these courses have invariably been very enthusiastic about them.

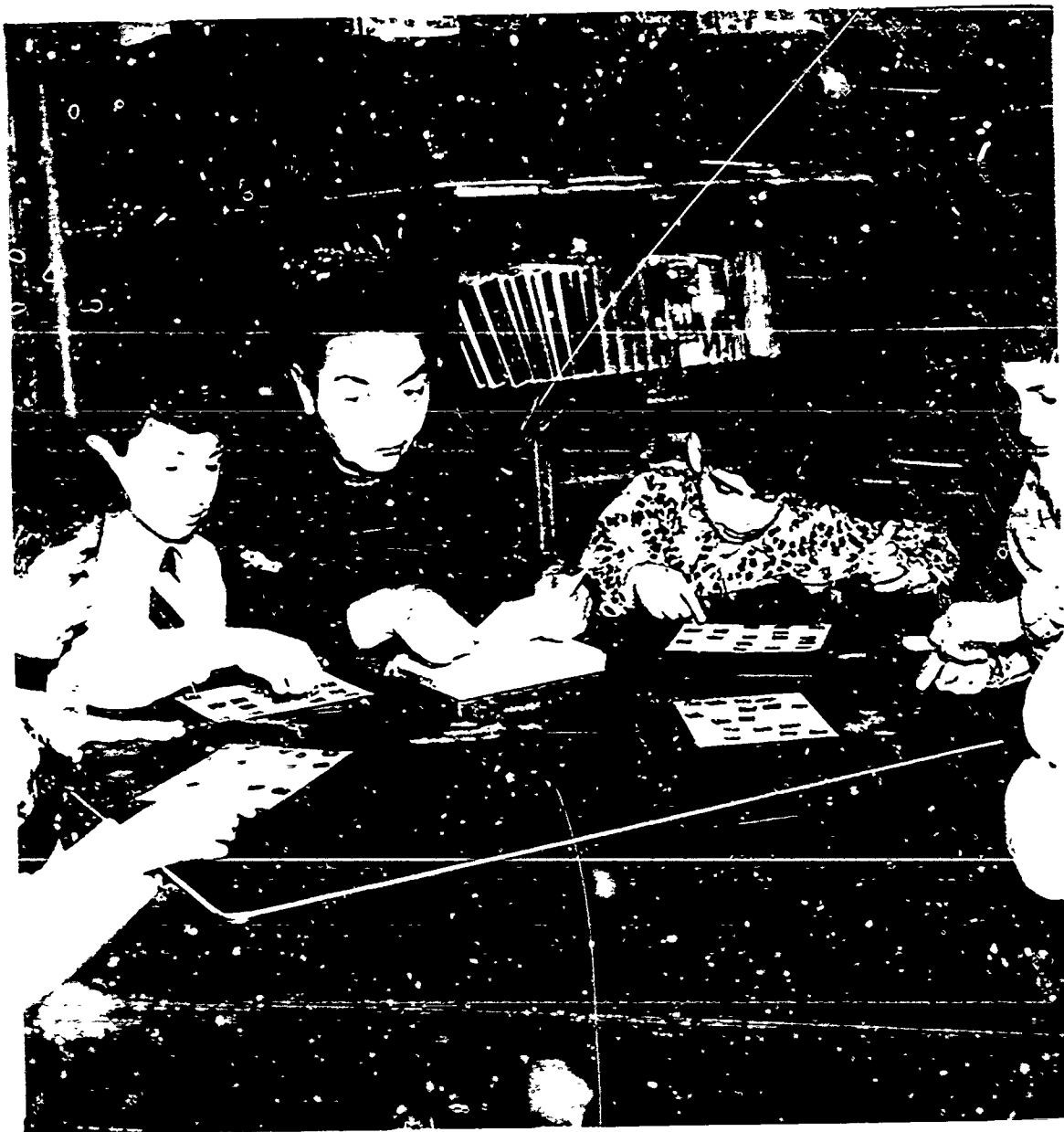
#### SPECIAL OPPORTUNITIES FOR STUDY

It may be assumed that within so large a student population with a range of ability and diversified interests, there will be opportunities for individual, differentiated study within the limits of effective teacher preparation, and such is the case. In the first place, to the limited extent that an option in courses is possible under state and city certification provisions, an option is allowed—namely, *either* Educ. 30.3 *or* Educ. 30.4, the courses differing more in the dimensions of study which are pursued than in substantive themes. Second, under the self-study and exemption examination policy of the College, *every* student is privileged to earn credit for any course in the Education sequence save "methods and practice teaching" on the basis of passing an exemption examination, provided that he is also able under guidance to complete the collateral or comparable field work.

In addition, under the College's lively Scholars' Program, students of exceptional ability may seek and obtain individual tutorial instruction and special field work supervision in any of the Education courses including methods and practice teaching. The privilege is restricted to outstanding students, the tutorial and field experience being completely designed to the student's aptitudes and interests within the objectives of the teacher-education program.

Finally, in a number of Education courses (e.g., Educ. 28, 35) special sections of limited enrollment are organized and conducted under tutorial instruction, with few class meetings, much independent library and field work. As a rule, these sections cover much more than the normal scope of the course of study, extending into related areas. Students are admitted on the basis of a superior academic record, intermediate between the exceptional "College Scholars" and the "average" students based on the high College norms.

Notwithstanding its size, the College has maintained a reputation for flexibility in program arrangements and instruction for individual students which extends to preparation for teaching.





## *The School of General Studies*

The School of General Studies is organized in several divisions, with studies leading to the baccalaureate degree and to special degrees and certificates. Since the formation of the community colleges within the City University, the School of General Studies has been transferring some of its sub-baccalaureate programs to the community colleges, thereby opening new opportunities for more students to enter and pursue baccalaureate studies in evening session classes.

Many of these students are of outstanding caliber. Mature men and women, with full employment responsibilities during the day, they often take seven or more years to complete the College program, a surprising percentage being graduated with honors. Teachers find them highly motivated, with richer backgrounds of seasoned experience which more than compensate for their necessarily restricted hours for study.

**TEACHER PREPARATION.** The School of General Studies is very much part of the teacher-education program, contributing an enrollment of about 1200 in Education courses alone. Except for the combined "methods and practice teaching" courses which are not offered in the evening sessions, the undergraduate sequence in Education is the same, the courses being adapted to the needs and the opportunities of the students. Collateral field-experience, for example, in each course is adapted to the available community and school activities which take place in the evening. The work-experience requirement in a community center in Educ. 27.1 or 27.2 remains in effect, but the School Trainee program in Educ. 35 is handled differently. The services of the Educational Clinic are made available, but the Early Childhood Center experience is modified since the Center, with its very young children, is not usually open evenings. On the whole, the special field-experience arrangements which have been developed in School of General Studies classes are not only suitable but also productive.

Provisions for counseling students parallel those of the College of Liberal Arts and Sciences in the Day Session. The same standards for admission to "methods and practice teaching" prevail, and students, either in their senior year or directly after graduation, transfer to the day session in order to complete



their training. An extensive Speech Service is available in the evening, precisely as in the day session.

**UNDERGRADUATE SEMINARS IN TEACHER EDUCATION.** In recognition of the greater maturity of students and their readiness for more advanced modes of study, two special seminars have been formed — one in psychological studies, the other in social and philosophical foundations — which are available to some students in lieu of the four basic courses in the undergraduate teacher education sequence. The seminar in psychological studies, offered in one semester, takes the place of Educ. 27.1 or 27.2, Educ. 28, or Educ. 29.5; the instructor is free to pursue any arrangement of subject matter that he likes, and to prescribe collateral field experience, as a rule relying heavily on the student's individual opportunity and initiative. Similarly in the social and philosophical foundations seminar which, along with Educ. 30.3 or 30.4 includes Educ. 35 (The School Curriculum). Students are selectively admitted on the basis of superior college records, and sections are limited in size to 12 or 15. Reports from students and teachers concerning these sections have been enthusiastic.

**SPECIAL "METHODS" COURSES FOR TEACHERS IN SERVICE.** As a rule no "methods" courses are offered in the undergraduate program except in combination with practice teaching; and, with the exception of one program,\* no non-advanced methods courses are offered for graduate credit. To meet the needs of teachers who are interested in updating this instruction with new information concerning techniques and teaching and study resources, the College offers through the School of General Studies a series of special methods courses, elementary and secondary, *exclusively for teachers in concurrent school service*, to which no undergraduates are admitted. The courses are creditable toward meeting partial state or city certification requirements, but are not part of the certified undergraduate teacher-education program.

In no other respect, however, are these courses "handicapped." They feature up-to-date methods instruction by qualified specialists to students with exacting classroom needs, and the enrollment pressure for some of these courses has often exceeded the supply of available staff. The course offerings are:

Educ. 54.1. Teaching Language Arts in the Elementary School

Educ. 54.3. Teaching Mathematics and Science in the Elementary School

Educ. 64.01-64.04, 64.13. Methods of Teaching in the Secondary School

64.01. English

64.02. Social Studies

64.03. Mathematics

64.04. Science

64.13. Health and Physical Education

\* The special 48-credit graduate program in Preparing College Graduates for Teaching in Elementary Schools in Disadvantaged Areas, described in a later section.

#### THE SPECIAL BACCALAUREATE DEGREE PROGRAM FOR ADULTS.

Extensively described in separate publications and notable for its innovating qualities is the Special Baccalaureate Degree Program for Adults conducted by the School of General Studies. Begun experimentally in 1964 with a subsidy from the Center for the Study of Liberal Education for Adults, it is now financed by tuition fees and is a continuing feature of the College program.

Its purpose is to enable a small, select group of adults who have extensive achievement in life experience but who never had the opportunity to pursue and complete a college course of study to attain the baccalaureate degree partly by capitalizing on their demonstrated achievement in life experience. Following successful application for admission and entrance upon study, the College carefully assesses this life experience in order to ascertain to what extent its intellectual and liberalizing components may be acceptable in lieu of specific graduation requirements, and advances credit to the student accordingly. The remainder of the program is then tailored to the individual educational needs of the student within the framework of the College program. Assessment is strict, and students are compensated with credit only for the equivalent of high academic achievement.

Befitting the quality of the students, the prescribed divisions of study — the humanities, social sciences, and sciences — are organized in comprehensive one-year seminars instead of the usual specific courses. Tutorial instruction is also offered either to satisfy any entrance conditions or in substitution of class instruction in any regular college courses where the arrangement is feasible. Attendance is in the evening, and the necessary period for the completion of the college program and the attainment of the degree averages about four and a half years.

The contribution of teacher education to the Special Baccalaureate Program, for students interested in preparation for teaching, is a single comprehensive 12-credit seminar joining all the basic professional studies preparatory to "methods and practice teaching." Class size is limited, and the course instructor has the freedom to pursue any order of subject-matter development desired and to determine appropriate collateral field experiences. Instruction, though informal, is intensive, and standards of course accomplishment are high. Upon completion of the seminar students normally transfer to the day session for enrollment in "methods and practice teaching." Although the numbers are small, this program has contributed outstanding members to the roster of the College's graduates in teacher education.



## *The Continuing Education of Teachers:*

### *Fifth-Year Program*

The large majority of our graduate students are enrolled in programs of fifth-year education leading to the degrees of M.S. in Education or M.A. (Teacher Education Program), the latter distinct from the M.A. in Arts and Sciences. With few exceptions they are teachers in current service, pursuing graduate study to qualify for professional advancement, permanent certification, or both. Approximately one in three is non-matriculated, either working off conditions for matriculation or preferring to follow a non-degree pattern of study consonant with his needs. The large majority of the students attend on a part-time basis, taking two or more years to complete the full course of study. Matriculated students who are state residents are entitled to 30 credits in graduate courses tuition-free. Non-residents, all non-matriculated students, and all students in advanced programs beyond the master's degree (see chapter 3) pay tuition fees.

**ADMISSION AND RETENTION.** Admission is selective, but relatively less rigorous than for the undergraduate program, the College being under moral obligation to the schools to provide advanced training to a maximum number of qualified teachers. Nevertheless, to gain admission, applicants must be above average in general scholarship and substantially higher in their special departments of study. Once enrolled, matriculated students must maintain an average grade of B to retain their standing. Comparable but somewhat lower standards of admission and retention are in force for non-matriculants.

**AREAS OF STUDY AND CORRESPONDING DEGREES.** The principal areas of study on the fifth-year level (excluding special programs) are early childhood education, elementary education, and secondary education, the latter differentiated by subjects, academic and special. Academic subjects in secondary education are: Biology, Chemistry, Economics, English, General Science, History, Mathematics, Modern Languages (French, Russian, Spanish), Physics, Political Science, and Social Studies. The special subjects are: Art, Health Education, Home Economics, Music, Physical Education and Speech.



On the level (unlike the undergraduate program) early childhood education and elementary education are separated. Neither program is subdivided by subjects, except that special concentrations of study are available for teachers of art, mathematics, music, reading, and for educating Spanish-speaking children.

Students in early childhood and in elementary education matriculate for the degree of M.S. in Education; those in secondary education for the M.A. (Teacher Education Program) except for those in Health Education, Home Economics, and Physical Education who are granted the M.S. in Education. The distinction between the two degrees is reflected in the balance of the credit distribution between the graduate arts and sciences and professional training.

**PROGRAM AND CREDIT PATTERNS FOR THE DEGREES.** The M.S. in Education calls for the completion of 30 credits of graduate study and a comprehensive examination or research thesis. Fifteen to 19 credits are in the arts and humanities, sciences, and social sciences including six credits in one department in completion of an earlier undergraduate concentration of 24 credits. Eleven to 15 credits are in Education, six in prescribed courses, the balance in electives chosen under advisement.

The M.A. (Teacher Education Program) requires the completion of 30 credits of graduate study and a comprehensive examination or research thesis. Eighteen to 21 credits are in the *subject* department of instruction and in related courses, conforming to varying patterns of departmental prescriptions and recommendations. Nine to 12 credits are in Education, including six in prescribed courses.

Both types of degree-programs maintain a balance between prescribed courses and electives. Within the general prescriptions, each student is advised in the preparation of a comprehensive plan of graduate study which most nearly conforms to his own objectives and needs.

**THE UNIFYING PRINCIPLE.** The common purpose in both types of degree programs is to provide a high-level continued education for teachers. Hence academic studies and professional studies are not disparate forms of training, each going its own way, but mutually supplementary and supportive. The academic departments, usually with the planning assistance of the Department of Education, design and offer courses specifically fitted to the needs of teachers as distinct from, let us say, the needs of graduate research students. Examples of such courses in elementary education are: area studies, general science in the elementary school, local and comparative government, mathematics of elementary school teachers, music workshops, speech and theater arts. In secondary education, there are departmental and interdepartmental sequences of courses specifically created for teachers (e.g., a sequence of four integrated social science courses). The science departments have made a special effort to construct courses without the extended laboratory hours that would be more suitable for their research students.

In addition, there are many common offerings which are equally suitable and equally open to the teacher education student and to the graduate student

in arts and sciences. The College makes no distinction between such students with regard to eligibility for courses; a student may enter any suitable course for which he is qualified.

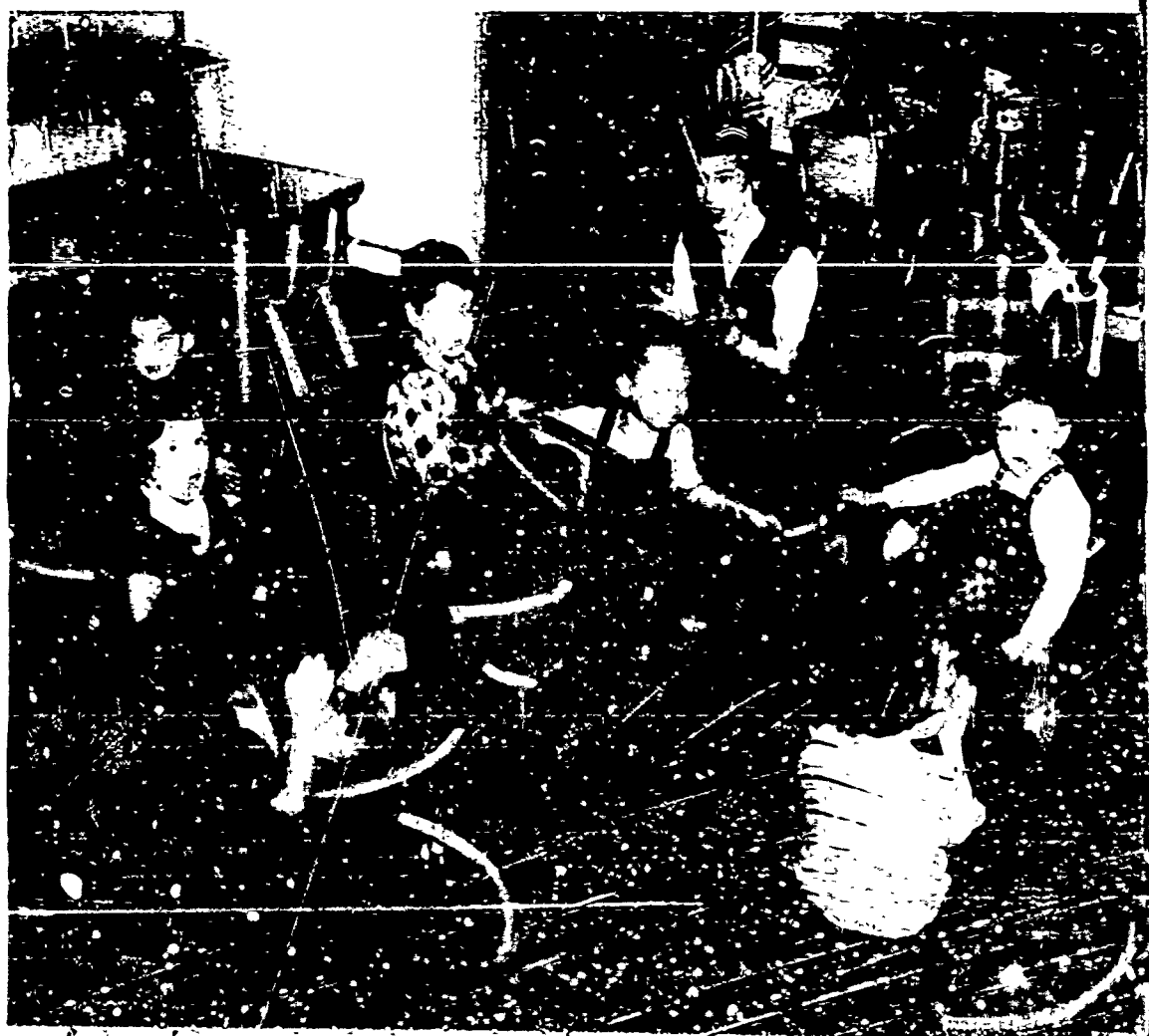
The professional education component in each degree-bearing program is addressed to the total needs of the teacher education student, not alone to his immediate in-service needs but also to his longer-term requirements as a cultivated person and a self-sustaining professional. Offerings are divided between immediately-useful and practical workshops, laboratory, field-experience, and case-study courses and much more theoretical "growth" courses which open new dimensions of thought and practice.

**THE FIFTH-YEAR LEVEL OF STUDY.** The fifth-year of study is coordinated with the preceding undergraduate four but is not merely a continuation or prolongation of them. Graduate teacher education has its own perspectives and requirements, and this (the fifth year) is construed a graduate year of study. The students are professionals, more aware of their needs and capabilities, better equipped to move under their own power. The courses of instruction are on a higher and more sophisticated level of scholarship. Prevailing practices may, with less anxiety to the students, be subjected to searching analysis and criticism.

Hence, lower-level courses are not repeated on a higher or "spiral" basis. Each graduate course is assessed for its unique contribution of content. Instruction is less cover-all, is sectioned more narrowly, and digs more deeply. Students are placed much more upon their own learning resources. Instructors are encouraged to provide more intellectual leadership than straight tutelage.

\* \* \*

With the foregoing explanation it may suffice to summarize briefly the several fifth-year programs, indicating only a few of their features.



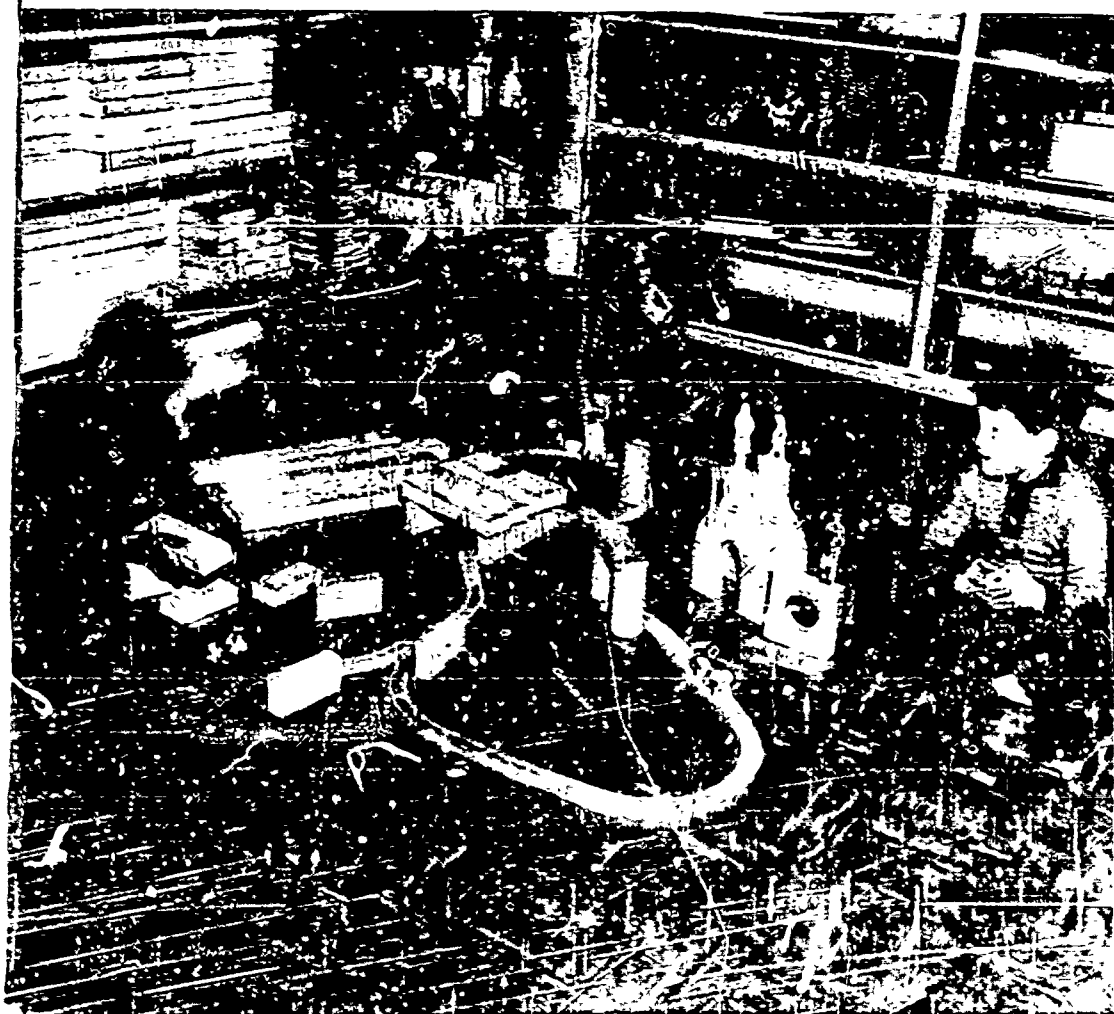
## EARLY CHILDHOOD EDUCATION

This program is open to qualified college graduates who have completed an undergraduate course of training in early childhood education separately or (beginning in September 1966) in combination with elementary education. The students normally are a small, professional-minded group concurrently serving in nursery schools, or in kindergarten and primary classes in public schools.

The academic component of 15 to 19 course credits (out of the total of 30 for the M.S. in Education degree) is distributed among departments of art and music, the humanities, and the social sciences, and includes a six-credit departmental concentration. Students have available course offerings in art, music, health education, psychology, sociology, and speech specifically designed to provide academic support for their professional work.

The professional studies (11 to 15 credits) include three prescribed courses — a workshop in early childhood education, a course in philosophical or historical or comparative perspectives, and a seminar in educational research — totaling six credits. The remainder are in elective courses either directly germane to their service responsibilities (study of the young child's progress, human relations in early childhood education, teaching the gifted, new practices in reading instruction, etc.) or of broader-range view (children and youth in cultural contexts, education and the world community, etc.). Work for the degree is capped by completion of a comprehensive examination or a research thesis.

Students have the use of campus-based resources in the Early Childhood Center and in the Educational Clinic as well as of the College-affiliated public schools and the many nursery schools and child-care centers in the community. As part of the Anti-Poverty Program, the College also directs a pre-school Child Development Center in one of the city's disadvantaged areas, the Williamsburgh neighborhood in Brooklyn.







#### ELEMENTARY EDUCATION (NON-SPECIALIZED)

This program enrolls the largest single group of students pursuing the M.S. in Education degree. Almost all are teachers in service, ranging in experience from one year to 15 years or more. The majority work in schools with disadvantaged children. Prior to 1966, most of those admitted held or were qualified to hold a permanent state certificate; beginning in September, 1966, students may qualify for the permanent certificate only *after* the completion of the fifth year.

The program is closely coordinated with the preceding undergraduate course of training for elementary teaching. With the help of an adviser, students prepare a graduate plan of study designed to meet full certification requirements, provide on-the-job assistance, and look toward their continued self-development.

The academic compound of 15 to 19 course credits is distributed among the divisions of arts and humanities, sciences, and social sciences, and students may select from a list of courses either directly touching upon their needs in subject-matter or more broadly ranging. The 11 to 15 credits in Education are (as in early childhood education) distributed between prescribed courses (six credits) and electives (five to nine credits).

The prescribed six credits are identical with those in early childhood education except for the workshop which is on the elementary-grade level; and here the students have the option of taking a *general* workshop or a *specialized* workshop in either art, mathematics, music, reading and the language arts, science, or social studies, according to their need or preference. Electives may be chosen from more advanced specialized courses in reading, study of the gifted, study of the mentally retarded, programmed instruction, guidance principles and practices, mental hygiene and behavior problems, and use and interpretation of tests; or from more generic courses in learning theory and the educative process, cognitive and intellectual development, and the like. A sequence of courses in comparative and international education is also available for choice by qualified students.



## SPECIAL CONCENTRATIONS IN ELEMENTARY EDUCATION

Within the framework of the program leading toward the M.S. in Education degree, specialized concentrations are available to students in elementary education (and, in some instances, also in early childhood education) as an alternative to the broad, undivided pattern. Started in 1960 with the Special Curriculum for Teachers of Spanish-Speaking Children, these concentrations have been extended to include the following (with others still in the making): art, mathematics, music, and reading. The purpose is not to produce specialists in the academic sense, but elementary-school teachers whose general competence is strengthened by proficiency in an area of specialization.

In the main, the credit arrangement conforms to the pattern for the degree of M.S. in Education; but some of the special studies are built up so as to form a respectable graduate concentration of—severally—12, 13, or 15 credits. The academic courses have almost invariably been fashioned to the specific purpose of the programs. Each program is interdepartmental, and some of the courses are conducted by paired specialists from Education and academic departments. The standards of admission are the same as for students entering elementary education (or, in some cases, early childhood education), with required additional preparation in the area of the prospective concentration.

Without repeating the program listings carried in the Brooklyn College Bulletin of the Division of Graduate Studies, the main features may be given.

1. *Art for Teachers in the Elementary School.* In addition to the general requirements for admission to a fifth-year program in elementary or early childhood education, students must have completed at least six undergraduate credits in art (history, basic design, three-dimensional design, etc.) and must have reasonable proficiency in at least one art medium.

The concentration in art and art education consists of 15 credits, including courses in drawing and color, ceramics, sculpture, photography, theater scene design, and a workshop in elementary-school art activities. The Departments of Art, Speech and Theater, and Education cooperate in offering this concentration. The remaining 15 credits in the program are distributed in accordance with general degree requirements.

2. *Mathematics for Teachers in the Elementary School.* Admission requirements are the same as those for graduate study in elementary education. The concentration in mathematics and mathematics education is constituted of 16 credits selected from courses in number systems and algebra, geometry, and other topics in elementary-school mathematics, a general course in elementary-school mathematics and a workshop in teaching problems, and special courses in methods for the below-average achievers and in emerging and experimental teaching practices. Instruction is conducted jointly by the Departments of Mathematics and Education.

The remaining 14 credits of the program conform to the general degree pattern, including prescriptions in other academic departments of study and in Education.

3. *Music Program for Teachers.* In addition to the usual admission requirements to elementary education or early childhood education, the students must attest to knowledge of sight-singing and dictation, harmony, and some

performance ability. The concentration is 12 credits in music (voice production, creative musicianship, choral or instrumental workshop, etc.) and a 2-credit workshop in music activities in the elementary school. The program is under the joint charge of the Departments of Music and Education.

4. *Teachers of Reading.* Admission to this concentration is the same as for graduate study in elementary or early-childhood education. The prescribed concentration is a sequence of courses totalling 11 credits including a language-arts workshop, courses in the behavioral bases of reading instruction and diagnosis and correction of reading abilities, a practicum in remedial reading, and the study of new principles and practices in teaching reading. Instruction is conducted in conjunction with a Reading Laboratory and the facilities of the Educational Clinic, and stresses clinical observation, case study, and diagnostic and correctional experience. The remainder of the program conforms to the patterns of the degree requirements.

5. *Educating Spanish-Speaking Children.* Admission is the same as to elementary education. The concentration is offered in a sequence of three units, totalling 13 credits—acculturation of the Puerto-Rican child (six credits), special language problems of Spanish-speaking children (four credits), cultural and historical background (three credits).

A feature of this program is the close collaboration among three departments—Modern Languages, Sociology, and Education. Each of the first two units is offered by paired instructors from two departments—the first from Sociology and Education, the second from Modern Languages and Education. The first pairing is of specialists in minority-group problems and the schooling of minority-group children. The second pairing brings together a specialist in English instruction to bilingual children and a professor of Puerto-Rican Spanish; students are taught to instruct their children bilingually. The resources of the New York City schools are used for demonstration and practice purposes.

## SECONDARY EDUCATION

Next to the elementary education constituency, this is the largest group of students matriculated for a fifth-year degree. The students are college graduates who have completed undergraduate preparation for teaching, with a "major" in their subject of instruction. Nearly all are teaching in junior high schools or high schools in the metropolitan New York area.

Fifth-year education for secondary-school teachers is offered in all academic subjects and in the special subjects normally taught in academic subjects and in the special subjects normally taught in academic high schools (art, music, health education, home economics, physical education, speech), exclusive of business and industrial training. In each case the graduate program of study is built upon the preceding undergraduate training, extending and deepening the student's field of specialization, strengthening and broadening professional competency in teaching, and providing for independent growth.

Except for those in health education, home economics, and physical education, students in secondary education pursue the degree of M.A. (Teacher

Education Program), with a distribution of 18 to 21 credits in their department of instruction and in related courses, and of 9 to 12 credits in Education. The academic courses of instruction, while graduate in character, are designed to their needs as teachers rather than more generally as advanced students, although many offerings may be taken in common. An example of such teaching-oriented courses is a social-science sequence available to any qualified graduate student in any secondary social studies project: four courses in "Methodology and History and the Social Sciences," "Nationalism and Independence," "American Values and the Western Tradition," and "Area Analysis." Another such sequence of three courses is available in area studies: "West Asia and North Africa," "The Caribbean and West Indies," and "Africa, South of the Sahara." Similarly for teachers of secondary-school chemistry, there is a sequence of courses in physical chemistry, advanced inorganic chemistry, and organic chemistry, especially arranged with less emphasis on laboratory work and more on classroom instruction. Teacher-education students, however, have an opportunity to select the courses which would qualify them later to be admitted to advanced graduate study, if they wished.

Professional studies include six credits in prescribed courses, among which is a workshop in secondary education. The remaining three to six course credits may be completed from a large selection of offerings — functional, more deeply specialized, or more broadly oriented — among which are teaching reading improvement in secondary schools, problems of teaching in the junior high school, guidance principles and practices, diagnosis and remedial treatment of language-arts disabilities, psychological and sociological problems of adolescence, childhood and adolescence in the urban community, learning theory and the educative process, cognitive and intellectual development, and a series of courses in comparative and international education.

Students in health education, home economics and physical education, although matriculated for the degree of M.S. in Education, follow the same credit pattern as other students in secondary education, that is, 9 to 12 credits in Education, the remainder in their subject field. (The M.S. in Education here is dictated not by the credit distribution but by the more professional character of their subject specialization.) Their program is more exclusively professional, all the courses being designed to meet their service and growth needs as teachers.



## Special Fifth-Year Programs



In order to meet the staffing needs of the schools the College has added to its fifth-year offerings special programs addressed to particular competencies. The allocation of such programs within the City University is done under the coordinating authority of the Dean and the Division of Teacher Education so as to obviate needless duplication or, conversely, to assure a pooling of effort by the component colleges where this is needed. One of the programs in great demand — Guidance and School Counseling — is offered by each of the four colleges under central City University coordination.

Additionally, the following special programs are offered by Brooklyn College: Educating Children with Retarded Mental Development, Educating the Speech and Hearing Handicapped, and Teaching Speech Improvement. Also among the special fifth-year programs, but in a unique category, is the 48-credit offering designed to prepare liberal-arts college graduates, without previous training in Education, for teaching in "special service" elementary schools with disadvantaged children. Extending through the sixth year but encompassing an M.S. in Education degree along the way is the 60-credit program in Training School Psychologists. At the time of writing, a special program in Educating the Emotionally Disturbed is being planned, for introduction in September, 1967.

All of the special programs lead to the M.S. in Education. Since they have but few features in common, they are being prescribed separately.

### GUIDANCE AND SCHOOL COUNSELING

This is a selective program, open to experienced teachers with high academic and professional qualifications and a background of prior preparation in psychology. Applicants who meet qualifications on the record must, moreover, obtain satisfactory ratings on admission tests and interviews. Among the entrants are holders of masters' degrees in other fields who pay tuition fees. (Only baccalaureate degree holders matriculated for their first advanced degree are eligible for tuition-free graduate study.) A large percentage of those admitted occupy positions as school counselors on a *pro-tem* basis.

The program, comprising 30 credits in courses capped by a comprehensive examination, includes offerings in psycho-social development, guidance theory



and methodology, appraisal and measurement in guidance, vocational development, counseling and group procedure, program organization in guidance, and a seminar in guidance research.

A feature of the training is its emphasis on case study, field observation, clinic and laboratory work, and field practicum activities. Practically every course is experience-centered. Course instruction relies upon the added resources of the Guidance Laboratory and the Educational Clinic. Students in the field receive close supervision under a low trainee-supervisor ratio.

#### EDUCATING CHILDREN WITH RETARDED MENTAL DEVELOPMENT

The students are baccalaureate degree holders who are teaching or have qualified for teaching in elementary schools or in early childhood classes; those in secondary education may qualify with additional preparation in child psychology and elementary education methods.

The 30 credits of course instruction encompass studies in sociological and psychological foundations of education, measurement and evaluation, educational and vocational guidance, and educational techniques for teaching the mentally retarded. Among the courses required for certification are "The Nature and Needs of Mentally Retarded Children," "Mental and Educational Measurements for the Mentally Retarded," "Curriculum Practices for the Mentally Retarded," and "Methods, Materials, and Organization for Teaching Mentally Retarded Children." A semester of practicum activity in the schools is included among the requirements.

#### EDUCATING THE SPEECH AND HEARING HANDICAPPED

This program is offered principally by the Department of Speech, in cooperation with the Department of Education. Important use is made of the Speech Clinic operated by the Speech Department and serving children in the schools.

The program is open to qualified college graduates who have completed an undergraduate course of training in speech teaching or speech correction. Requirements for the degree call for 10 to 11 credits in Education including a workshop for speech correction teachers and speech therapists, and a course in the organization of a speech and hearing program in schools; and for 19 to 20 credits in speech courses of which the following are illustrative: diagnosis and treatment of stuttering, speech pathology, speech rehabilitation in cerebral palsy, aphasia and kindred speech disorders, techniques of speech perception training, advanced audiology, advanced anatomy and physiology of the hearing mechanism, and speech problems of mental retardation.

This is an intensive program for specialists which, in the course of several years, has gained a notable reputation throughout the state for the professional quality of its graduates.

#### SPEECH IMPROVEMENT

This is a less clinically-oriented program for students who are basically teachers of speech and speech correction. To qualify for admission, students

must have completed an undergraduate course of preparation for teaching, including at least 18 credits in speech courses.

Requirements for the degree include 19 credits in graduate speech courses distributed among audiology or speech pathology (both areas prescribed), and such elective offerings as oral interpretation, current trends and problems of speech, studies in phonetics, problems in play production, scene design, lighting design, foundations of broadcasting, and educational television. The 11 credits in Education include a workshop for speech correction teachers and speech therapists (two credits, prescribed), the seminar in educational research, and a course in historical or philosophical perspectives of education (four credits, both courses prescribed); and five elective credits chosen from offerings in the use and interpretation of tests, mental hygiene and behavior problems, psychological and sociological problems of adolescence, and organization of a speech and hearing program in elementary and secondary education. The use of the Speech Clinic, the Educational Clinic, and the Early Childhood Center is available to instructors and students.

#### PREPARING COLLEGE GRADUATES TO TEACH IN URBAN ELEMENTARY SCHOOLS IN ECONOMICALLY DISADVANTAGED AREAS

In important respects this is an experimental program designed to tap new sources of recruitment for service in hard-pressed-area schools and to try out a number of new training features which might result in a better-prepared teacher product. Started in July 1965, the program has drawn professional attention and has won financial support (in reimbursement of tuition-fee payments) from the State Education Department.

About 30 students each year are selected for admission from liberal-arts college graduates without prior preparation for teaching who, in the course of their post-college vocational or life experience, have developed skills which might enhance their effectiveness as trained teachers of economically underprivileged children, e.g., as youth workers, librarians, nurses, employment counselors, etc. Recent college graduates who have simply by-passed teacher training are not encouraged to enter; the program is for men and women who had not earlier intended to teach but who have since conceived such an interest. The desire is to attract persons from minority population groups, and a greater percentage of men than are now entering elementary-school teaching. The number of those admitted is deliberately kept small to allow individualized planning and treatment for each student.

To gain admission, students must evidence such personal attributes as sense of social responsibility and potential for leadership, and must signify a special interest in teaching economically disadvantaged children. Students who, following admission, have not demonstrated such interest during the course of training are not allowed to proceed into the internship period.

The 48-credit program, leading to an M.S. in Education, incorporates the following principles: an unbroken sequence of study from the initial point of training to its culmination in permanent state certification; a year of in-service help to the beginning teacher as part of the program design; a reversal of

emphasis in training from course work to field work, making community and school experience *central* in instruction, and the course work *collateral*; the utilization of community and school personnel as part of the training team throughout; a sequence of collateral courses representing new synthesis of subject-matter, for the most part interdisciplinary; a semester of paid internship *following* earlier first-hand acquaintance with school operation and with problems of teaching; and a built-in plan of evaluation at several stages of the program's development and provision for systematic follow-up.

The first 18 credits (for which tuition fees are payable) are organized as prescribed core and must be completed *in toto*: no partial transfer credit may be granted. The work begins during the summer with a field assignment of at least 75 hours of paid or volunteer service with a civic or community agency working with disadvantaged children, this service being educationally supervised and organically connected with a collateral seminar in the psychology and sociology of urban youth (total, six credits). In the succeeding fall semester, students are placed in schools with disadvantaged children for a minimum of 120 hours to observe and study school operation and school patterns, including observation of and participation in classroom teaching; this experience being joined with two collateral seminars — in psychology of learning, in curriculum development, and in methods of teaching language arts and social studies to disadvantaged children (total of six credits). The spring semester is spent in paid internship in a selected school with disadvantaged children under close joint school-college supervision, and a collateral seminar in methods of teaching mathematics, science, and the arts.

To strengthen their preparation for entry into teaching at the end of the spring semester and to enable them to meet qualifications for a provisional state certificate, students may take during this and the preceding semester a concomitant six to fifteen credits in courses selected to meet their special needs, of which a minimum of six credits in Education must be taken. Among such courses are special workshops in elementary education. A system of competency examinations is now being devised to enable the students to assess their strength in subject-matter fields and to plan follow-up studies accordingly.

Following placement in teaching positions in selected schools with disadvantaged children, students (1) receive individual and group in-service assistance from combined school and college personnel for the duration of at least one year, and (2) continue with a 30-credit (tuition-free) program meeting the graduate degree requirements in elementary education and selected from those offerings which are most appropriate for teachers in schools with disadvantaged children and most conducive to professional growth. It has been estimated that from five to six semesters are needed to complete the total (48-credit) program.

#### TRAINING FOR SCHOOL PSYCHOLOGIST

This is a 60-credit program culminating, in the sixth year, in the attainment of a certificate as school psychologist. The M.S. in Education degree may be awarded upon the completion of 30 credits of approved courses in the certificate program plus a seminar in educational research and the completion of a com-

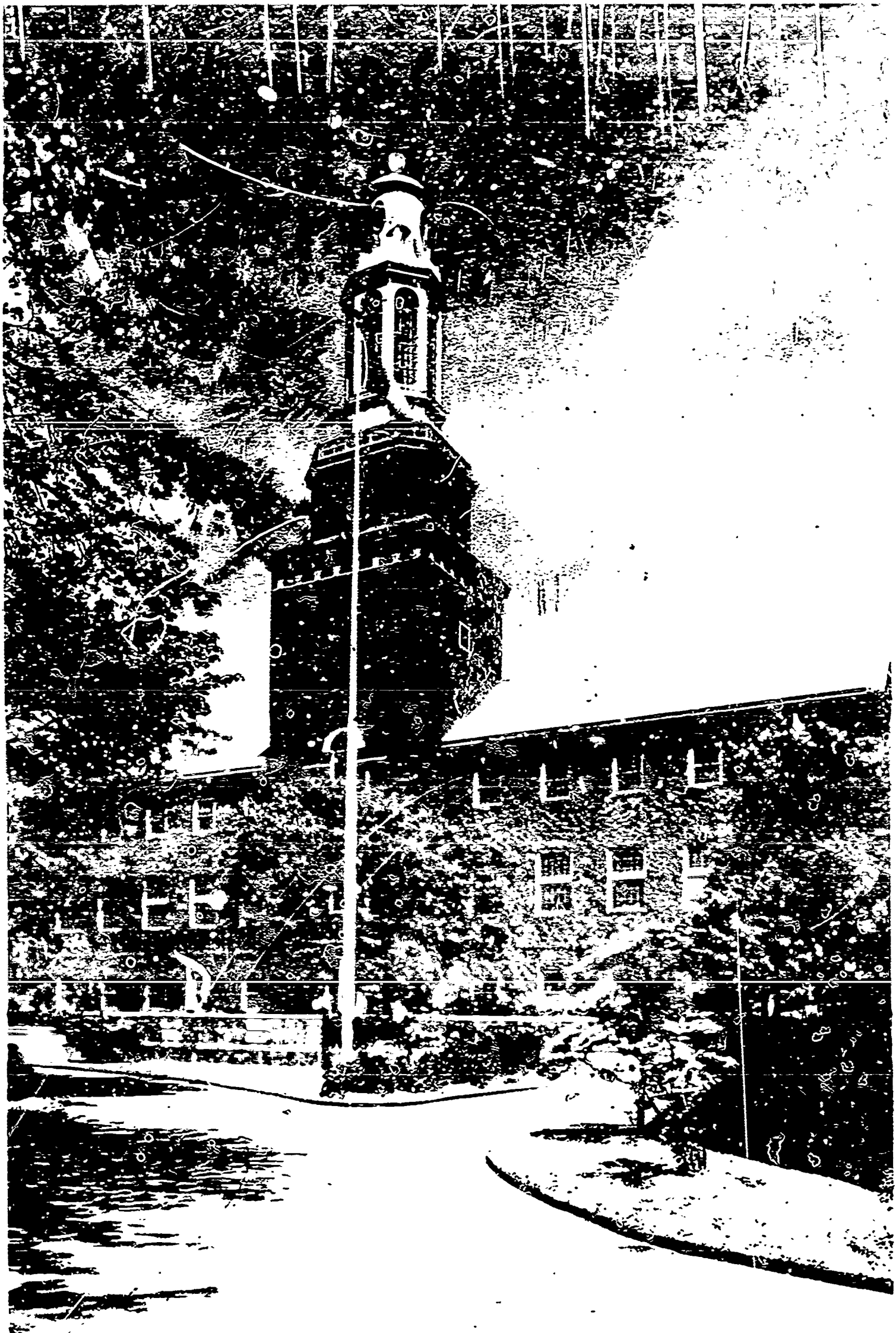
prehensive examination or thesis. Students completing the 60-credit program are awarded the M.S. in Education without the additional requirements.

Admission is selective, open to students who have undergraduate majors in psychology with additional preparation in Education or to those who have completed a planned program of teacher education with additional preparation (at least 18 credits) in psychology. Applicants must have superior academic records, submit to an interview, and furnish satisfactory references.

The program is under the joint direction of the Department of Psychology and Education, and features both theoretical training and laboratory, clinical, and field work under supervision. The facilities of the Educational Clinic are utilized for demonstration, case study, diagnostic and remedial work, and internship experience. A sizable proportion of the students are in full-time attendance.

Fifty-five of the 60 credits are in prescribed offerings organized in a two-year sequence. They include personality theory, problems of child and adolescent development, a course in learning theory or (optionally) cognitive development, psychology of learning difficulties, curriculum theories and practices, assessment of behavior (3 semesters), a year's seminar in research methods, problems and practices in school psychology, theory and practice of counseling, and a 10-credit practicum in school psychology affording experience in both clinical and school settings. The remaining five elective credits are chosen under advisement from courses bearing on the candidate's needs in preparation.





## *Sixth-Year Advanced Certificate Programs*

These are designed for the preparation of specialists in school positions in a number of fields. As a rule admission is highly selective and the intake of students each year is quite small. The object is to train a professional or technical leadership rather than to staff all available school positions. Each program is self-contained, headed by a senior faculty member who serves as program supervisor and chief advisor to students. All the courses carry tuition fees.

At this writing, the following advanced certificate programs are offered: Educational Administration and Supervision, Curriculum and Teaching in the Language Arts, Guidance Practice and Administration, and Training School Psychologists (the latter a two-year course of training, beginning in the fifth year). A new program in Comparative and International Education is being readied for possible introduction in September, 1966. Also, the current offerings in Guidance Practice and Administration are being revised and extended to meet raised professional standards.

In general, advanced certificate programs tend to be built on a foundation of a fifth-year specialization or concentration, assuring adequate prior preparation for advanced study. Qualified applicants, however, are by no means all drawn from Brooklyn College or the other colleges of the City University; institutions throughout the metropolitan area and in the State are widely represented.

### EDUCATIONAL ADMINISTRATION AND SUPERVISION

The program meets certification requirements for principalships, and various administrative and supervisory positions in elementary and secondary schools. The aim is to contribute to the formation of an administrative leadership in urban education, able to cope with the distinctive problems of educating large, ethnically-mixed school populations and to utilize the opportunities inherent in cosmopolitan cultural mixtures to advance the quality of children's schooling. Hence, the attempt (so far as possible) to select only first-rate persons to begin with; thereupon, to carry training beyond the point of technical administrative competence into areas of directing curriculum development, modernizing and improving instruction, and strengthening their own and others' scholarly or professional competencies. Attendance in this program is part-time; but, as a condition of admission, students are required to commit 15 to 20 hours weekly to the program throughout its duration.

To qualify for admission students must offer a master's degree from an accredited institution; state or city certification as teachers, and a minimum of three years teaching experience; a record of good scholarship and demonstrated teaching effectiveness; and evidence of superior personal qualities, and the promise of educational leadership as attested by records, written references from supervisors, and interviews. The interviewing team is constituted of three professors, one of whom is generally from outside the institution. The number admitted each year is somewhat under 30.

The 30-credit program is organized in a prescribed core of 20 credits consisting of courses in administration and supervision, curriculum development, experimentation, and evaluation, school personnel services and school-community relations, and a one-semester internship or field experience seminar; and an elected 10-credit concentration either in a department other than Education for the purpose of advancing the candidates' subject-matter scholarship or in courses designed to advance the candidates' competence in some phase of professional work (e.g., special education, the communication arts, instructional technology) — on the assumption that an administrator's value is enhanced if he himself is a specialist in a substantive field of scholarship or professional work.

The program is inter-departmental, embracing a wide range of academic disciplines and faculty participation. Each pattern of concentration is designed to the student individually in terms of his accomplishments and interests. The principal courses in administration and supervision, and in curriculum development, experimentation, and evaluation are conducted in two one-year blocks of six credits each. Customarily each class meeting is conducted by at least two members of the administration faculty and, on frequent occasions, by the entire administration staff. Outside specialists in aspects of school organization, instructional technology, and curriculum innovation are frequently introduced as teaching consultants.

Liaison with the schools, and particularly with the schools where the enrollees work, is maintained continuously; and arrangements are made to enable the students to test out the results of their learning experience in practical school situations. A more prolonged internship or field experience for one semester is provided for each student in terms of his professional goal under close faculty supervision and in accompaniment with a weekly group seminar.

#### CURRICULUM AND TEACHING IN THE LANGUAGE ARTS

The object is to prepare language-arts supervisors, coordinators, helping teachers, and classroom specialists on both elementary and secondary-school levels, with priority but not exclusive emphasis on reading. The program builds upon the fifth-year (master's degree) concentration in language arts but is open also to students who have acquired the necessary preparation by other routes (e.g., as secondary-school teachers of English). The standards for matriculation are rigorous; but exclusive of the proseminar and the seminar, enrollment in the course is also open to qualified non-matriculants on a single course basis. Such students are enabled to strengthen their on-the-job proficiency in the language arts without, however, qualifying for the certificate.



To qualify for admission to matriculation, students must have a master's degree with a major either in Education, English, Speech or Psychology; a record of having completed at least 18 credits in undergraduate or graduate courses in English; at least provisional state certification for teaching and a minimum of three years' teaching experience or related educational service; and approval by a faculty committee based upon assessment of the applicants' academic and professional records, letters of reference, and personal interests.

The 3-credit program consists of 18 credits in prescribed advanced graduate courses in language-arts instruction, plus 12 credits in elective courses related to a functional specialization in the language-arts field drawn from Education, English, Psychology, Sociology, or Speech. Again, the elective pattern of study is individually determined, in consultation with a senior faculty adviser.

The prescribed core (common for all students) covers a broad base of training including psycho-linguistics, curriculum development, an evaluation in the language arts, new practices in reading instruction, experimental methods and materials in oral and written language teaching, diagnosis and remediation of problems in language learning, and both a proseminar and seminar in research on language problems. A feature of the training is its close reliance upon the Educational Clinic for observation and case study, upon the Reading Laboratory for individual practices in diagnostic and corrective work, and upon concurrent field experience in the schools for application of learning.

The 12-credit elective component is differentiated according to level of school as well as functional specialization and may include such courses as language-arts supervision, teaching English as a second language, reading improvement in the secondary school, speech diagnosis and correction, as well as advanced graduate courses in English literature and language, the speech arts, and psychological or sociological theory.

#### GUIDANCE PRACTICE AND ADMINISTRATION

Now in the course of revision, this 22-credit advanced program for guidance workers is designed to prepare school coordinators or administrators of guidance. As distinct from the fifth year or master's level program, it deals not with fundamental guidance theory and practice but with the professional and technical competencies required for supervisory positions. The intake of students is controlled so as to assure a maximum of basic preparation; the course of study, individually written, centers around guidance laboratory work, research in guidance problems, and field experience in organization and supervision of guidance programs.

Admission to the certificate program is open to graduates of the fifth-year, master's program in Guidance without further screening; or to those holding a master's degree in one of the fields of teaching, with a minimum grade of B in graduate and undergraduate study, at least 16 credits in guidance courses on a graduate level, at least 12 credits in psychology courses, and a minimum of two years of teaching experience.

In terms of the candidate's offerings for admission, an individual plan of study is prepared in consultation with a senior faculty adviser, the only common requirement being a research seminar in guidance supervision and administration



and the successful completion of a comprehensive examination. Extensive use is made of the Guidance Laboratory, of courses centrally organized and conducted by the Division of Teacher Education of the City University, and of field experience opportunities in the city's schools.

#### TRAINING SCHOOL PSYCHOLOGISTS

This 60-credit program, which begins on the fifth-year level and culminates with the award of *both* a master's degree and a certificate at the end of the sixth year, has been described in the preceding chapter. There is no break in continuity between the fifth and sixth years, though in general the sixth-year courses tend to be more applicable in diagnosis and assessment of individual case problems, in the conduct of individual research, and in practice in school situations. There is provision for appropriate placement of qualified transfer students at any time during the two-year program.



## *Summer Session Offerings*

The College regularly conducts a six-week summer session of day and evening classes and in recent years has added, experimentally, a parallel eight-week session. Originally intended only as a partial representation of the year's work for the special accommodation of a portion of the students, summer session programs have grown steadily in the volume and range, and in size of the student enrollment. In the 1965 session, for example, a total of 10,820 graduate and undergraduate students were registered in all departments of instruction, of which approximately 5,000 were in teacher education, some 2600 in the Department of Education alone. Relative to the student population during the academic year, these students reflected much greater variety in geographic and professional background. They were served by teachers drawn partly from the College's faculty, partly from outside colleges and school systems. The program of study, by no means complete or fully represented with respect to advanced courses, covered a sizable segment of the total College curriculum.

**SPECIAL OFFERINGS IN THE SUMMER SESSION.** Long ago it was recognized that the summer session afforded a special opportunity for studies with unique features not equally applicable to the regular college year. For one thing, because graduate students were free of classroom teaching responsibilities to devote themselves to study on a more sustained basis, some of the work could be planned in longer blocks for longer hours. For another, courses could be arranged in new combinations and re-focused on specific pressing educational needs. Disciplines could be correlated or fused, instructional resources could be extended to include school personnel, clinical and laboratory facilities could be used more intensively, and classes of children for demonstration and practice purposes be made more accessible. Also, there was opportunity for testing new instructional practices which, upon demonstration of their worth, could be incorporated into the more standard offerings.

Accordingly, *over and above* the regularly listed college courses, the graduate program in teacher education in summer sessions over the last decade has included offerings in special practicums, workshops, and institutes not available during the rest of the year. These have been (or recurrently are) practicums in early childhood education, remedial techniques in the language arts, teaching

the gifted, elementary-school science, elementary-school mathematics, and teaching disadvantaged children; workshops in intergroup relations, guidance, juvenile delinquency and Far-Eastern studies; and government sponsored institutes in guidance, secondary-school science, secondary-school mathematics, and (in 1965 and 1966) teaching disadvantaged children and teaching English as a second language.

**THEIR DISTINCTIVE FEATURES.** Although the special offerings have varied in form according to their purpose, these are typical or representative features, more applicable to the circumstances of a summer session, which were found to have made a distinctive contribution to the graduate education of teachers and where more than justified the added enterprise involved in planning and preparation.

1. *Large blocks of study equivalent to two or more standard graduate courses re-grouped to form a single unit for a specific educational purpose.* Thus, the workshop in guidance was formed of a merger of three graduate courses totalling seven credits; the practicum in remedial techniques, of three graduate courses totalling six credits. None of the special offerings has had a lesser enrollment than the equivalent of two full courses. The courses are not simply hinged together but reconstituted in a new synthesis according to a prepared plan. The idea is to combine related matter: subject matter with method, principles with techniques or skills, professional knowledge with relevant cultural background.

2. *Interdisciplinary course substance.* With few exceptions, this has been a common feature of all the special offerings. Thus, typically, the intergroup workshop combined sociology, social psychology, and education; the Far-Eastern workshop, history and education. The elementary science and mathematics practicums brought together the subject-matter disciplines and Education.

3. *Group teaching,* by colleagues drawn from several departments or from College and school faculties, aided by demonstration teachers, clinical specialists, and outside consultants.

4. *The use of a demonstration class of children with a regular classroom teacher.* Such classes are organized to run concurrently with the summer session and joined to the practicums or workshops in such a way as to provide scheduled periods for observation and for intensive practical work with individual children or small groups. The demonstration teacher is a member of the practicum or workshop instructional team.

5. *Intensive use of specialist resources and special facilities.* The practicums in remedial techniques and in teaching the gifted have been conducted in close working relations with the Educational Clinic and with the aid of a staff psychologist; the practicum in early childhood education, in partnership with the Early Childhood Center; the workshop in intergroup relations and in teaching the disadvantaged made extensive use of the services of consultant specialists.

6. *Extended field work.* The 1965 Institute for Teachers of the Disadvantaged worked with 118 children in their local communities and, among other things, operated a store-front neighborhood school. The intergroup workshop, by arrangement with local agencies, did much of its study of ethnic and racial differences *via* field work.



For purposes of illustration, a number of the special practicums, workshops, and institutes offered in preceding summer sessions are annotated below.

#### PRACTICUM IN REMEDIAL TECHNIQUES IN THE LANGUAGE ARTS

Designed for classroom teachers, special teachers of reading, and supervisors. An intensive experience, under supervision, in the diagnosis and treatment of reading difficulties. Readings, lectures, films, demonstrations, discussions, and supervised practice relevant to the problems in identification and remediation of disabilities. Among other topics treated: the contribution of programmed instruction, linguistics, and ITA to the solution of reading difficulties. Services in psychological testing provided by the Educational Clinic. Children, ages eight through eleven, available for demonstration work and for daily tutorial instruction.

Three and a half hours (8:30 A.M.-12) daily. Demonstration class taught from 9 to 10:30; from 10:30 to 12, children available for working individually with practicum students. Comprehensive diagnostic report submitted by each student at mid-term, treatment report and a terminal evaluation by the end of the session.

#### PRACTICUM IN MATHEMATICS (OR SCIENCE) FOR ELEMENTARY SCHOOL TEACHERS

Designed to give elementary teachers an increased understanding of the nature of mathematics, number systems, graphs, abstract mathematical systems, and applications of number to geometry, as well as insight into selected experimental elementary school mathematics programs. Opportunity to learn and practice improved techniques of mathematics instruction with a demonstration class of children. Members of the practicum observe and participate in the selection of teaching materials and in individual and group techniques of instruction for the demonstration class.

Three and a half hours daily. Demonstration-class time (3 hours) divided between instruction by the teacher and individual work with children by practicum members (with appropriate recess periods for the children).

#### PRACTICUM FOR TEACHERS OF GIFTED CHILDREN\*

The nature, needs and creative potential of the gifted child in society and in his home and school environment. Selection and presentation of teaching materials and of individual and group techniques of instruction. Observation and participation in the instruction of a demonstration class of gifted children. Depth study and analysis of one child by each practicum member. Observation of psychological testing by a clinician, administration and analysis of sociometric testing by practicum members.

Three and a half hours daily. Activities in the concurrent demonstration class (three hours) concentrated upon the development of responsible leadership

\* The 1962 version is reported in some detail by Gertrude Hildreth in *Introduction to the Gifted* (McGraw-Hill, 1966), p. 540f.



combined with critical and creative thought processes. The children pursue an enriched program of study under a specially selected teacher.

#### WORKSHOP IN GUIDANCE FOR THE TEACHER-COUNSELOR

The essentials of guidance theory and practice as they relate to the professional responsibilities of the teacher-counselor in the elementary and secondary schools. Includes a survey of educational and occupational information and resource materials and a study of the techniques of organizing and leading group guidance activities.

Three and a half hours daily. Workshop activities consist of lectures, discussions, and field trips. Eight cooperating centers (two high schools, a junior high school, a neighborhood youth center, and four churches offering, on a non-sectarian basis, summer recreational and remedial programs) serve as laboratories for developing a major focus of the course: the preparation and use of guidance materials for city children from low-income neighborhoods.

#### WORKSHOP IN INTERGROUP RELATIONS

Conducted jointly by the Departments of Sociology and Education, in cooperation with the Anti-Defamation League. Study of ethnic and social differences, analysis of tensions resulting from such differences among groups within a community, development of techniques for fostering understanding and harmony in inter-group relations. Effective positive programs in human relations as they apply to both school and community.

Conferences with consultant specialists and with leading spokesmen for various ethnic groups. Field studies of inter-group relations in communities and schools, and analysis and evaluation of group-relation programs in action.

#### THE 1965 NDEA INSTITUTE FOR ELEMENTARY AND SECONDARY TEACHERS OF DISADVANTAGED CHILDREN AND YOUTH\*

Under a contract awarded by the United States Office of Education, this Institute was conducted for eight weeks (June 28 through August 20) with 36 members selected through an elaborate screening process. Twenty-three of these were teachers from schools in the Bedford-Stuyvesant area of Brooklyn, one at a Shelter School in Manhattan, while other teachers came from cities in eight of the eastern states. All had more than three years' teaching experience. The Institute staff consisted of Professor Brell and several of her associates on the Brooklyn College faculty; a visiting professor from the San Francisco State College on full-time summer appointment; a field work supervisor; supervisory colleagues from the New York City school system; consultants and speakers brought in from the field as needed; and two graduate assistants from the Department of Education.

The program of study was developed in three phases: field service in the Bedford-Stuyvesant Community; a team teaching effort centered on educational

\* During the 1965 summer session two NDEA Institutes were conducted, the above, directed by Professor Helen Brell of the Department of Education, and the Institute in Teaching English As a Second Language, directed by Professor Grace Nutley of the Department of English. Full reports were submitted to the Office of Education. Both Institutes are being offered again in 1966.



problems in urban communities and implications for teaching disadvantaged youth and children; and independent study applicable to the teaching situation to which Institute members would return. Attention of the staff was given to helping the Institute members achieve an integration of their work in the field with research findings and investigations of current issues in the study of the poor as this knowledge might be applicable to planning for the future.

A practicum, supervised by the teaching staff, provided opportunities to demonstrate problems in learning and to extend the experience of Institute participants with culturally deprived children. One hundred eighteen children and youth, ages six to twenty-one, came from public schools in the Bedford-Stuyvesant district, from the J. F. Kennedy JOIN Center, and from the North Prospect Heights Neighborhood Program both in Brooklyn. The teaching effort, with the children and youth was mainly concentrated on skills in the language arts, on learning to relate and communicate effectively. This learning program



with the children was carried on two hours a day, four days a week, for six weeks. An effort to involve the parents in the children's learning program proved successful.

The children were assigned in groups of three or four to a teacher (i.e., Institute member). The groups met in various locations: the recreation rooms of the Brevoort Housing Project, in a vacant store in Bedford-Stuyvesant, in a meeting room at St. John's Hospital. There was no formal classroom setting. Several teachers met their groups in the same room so that no barriers existed between the groups. There was no formal academic program pre-planned and no compulsion for the child to attend the sessions. For each child the focus on learning was primarily aimed at improvement in oral and written language and in reading. Teachers in very close relationship with the individual children in their small groups had the opportunity to study the learning problems of each child. The Institute was an all-day affair: Institute members divided their time between work at the College and work in the field; the children were guests of the College at a final-day program.

A resume of the performance of each child was prepared by the Institute member under whose charge the child worked and was returned to the child's school in the hope that it might be helpful to his teachers in the fall. Among other evidences of accomplishment, the Gates Reading Tests administered to the children at the store-front school showed that in the course of five weeks they had gained an average of six months in reading skill.

A documentary film, "Two to Learn," (running time - 22 minutes), was made in the course of the Institute's work. The visual sequences were filmed on the spot as the action occurred: no portion was re-enacted or staged. The sound track records discussions held by the participants as they reviewed their own experiences in working with the children. Almost every child and every Institute member contributed to the film. The editing of the visual sequences and of the sound track sought to emphasize impressionistically the central theme of the Institute that cognitive development takes place maximally under conditions conducive to congenial human interaction.

"Two to Learn" is available for loan by teachers and supervisors upon request to the College.



## *Our Affiliated "Campus" Schools*

The schools of New York City form an unparalleled laboratory for experimentation with improved practices in teacher training and for innovations in program development and instruction. The cultural diversity of the school children ranges across the spectrum of American society, and their educational aptitude extends from the very highest to that of the most handicapped and deprived. School and classroom conditions vary from excellent to very poor. The Board of Education has been alert to encourage cooperative educational enterprises between its schools and the colleges.

Brooklyn College is the center of a large and lively community of schools and educational services for children. Situated in a borough which in itself constitutes the third largest American city in population, it maintains a working relationship with many schools on all levels and in all degrees of quality. On its own premises it has special children's facilities in the Early Childhood Center, a racially integrated unit of 30 to 40 children of pre-school age which offers model training focused on family and environmental living; an Educational Clinic which provides psychological services to children referred by schools and other agencies; a Speech Clinic specializing in diagnostic and remedial treatment; and spacious auditoriums in Gershwin and Whitman Halls available for children's concerts and special school exercises. Adjoining the College grounds are an elementary school and a high school, each among the best in the city.

With several hundred public schools in the city, with some private schools, and with — at various times — almost a hundred community centers, the College is on close working terms. They are the locale for field experience with children ranging from informal small-group work in after-school hours to formal student teaching in classes. They are the laboratories for try-out innovations in school subjects, units of study, methods of teaching, study materials, testing, and special individual and group work. In turn, the College serves these schools with aid in special technical resources, in curriculum enrichment, and in in-service instruction. Cooperating teachers and supervisors share in the College's teacher-education functions. Moreover, under a special "loan" arrangement with the Board of Education, teachers may be "borrowed" for service on the College faculty for periods varying from six months to two years.



"CAMPUS" SCHOOLS. Over and above these standard arrangements, the Board of Education and the colleges have jointly developed a program of school-college affiliation which calls for a much more intensive kind of collaboration. These college-affiliated schools are termed "campus" schools, although—in the case of Brooklyn College surely—most of them are separated from the College by a considerable distance. They are public schools, for the most part located in severely disadvantaged areas, selected because they offer a *special* challenge or a *special* opportunity in teacher education.

At this time of writing, Brooklyn College is affiliated with five schools—three elementary and two junior high schools—and more are on the way. Representing neither a "paper" partnership nor a one-sided arrangement in which either the school or the College gets all the benefits, they tax a considerable portion of the available time and energy of the respective teaching staffs. "Campus" school affiliation is a marriage contract which we enter with great care.

The objectives of "campus" school affiliation and the pattern of resulting activities vary with the character of the school and the motives which prompted affiliation in the first place. In general, "campus" schools become more intensive centers of student teaching in a coordinated program of supervision and, in return, enjoy additional advantages in receiving specialized in-service aid from the College. Beyond this, the specific activities are determined by the needs and the opportunities presented by the school. Thus, one school was willing to embark on extensive curriculum experimentation in language, mathematics and science; on the development of closed-circuit television instruction; on intensive case studies of "disruptive" children; and on group-guidance work with parents. In another case, the College was invited to accept affiliation in order to try "to change the image of the school" which had suffered as a result of a series of unfortunate incidents.

The "campus-school" programs, therefore, do not follow any single form, and both the schools and the College prefer it that way. Innovation may be restrained or free according to the readiness of the school. The activities may be confined to the school day, or extend to afternoon or evening hours with children or parents. In one school a performing-arts program (in theatre and the dance) has recently been introduced for teen-age girls in after-school hours, as a result of the interest evidenced by the students themselves.

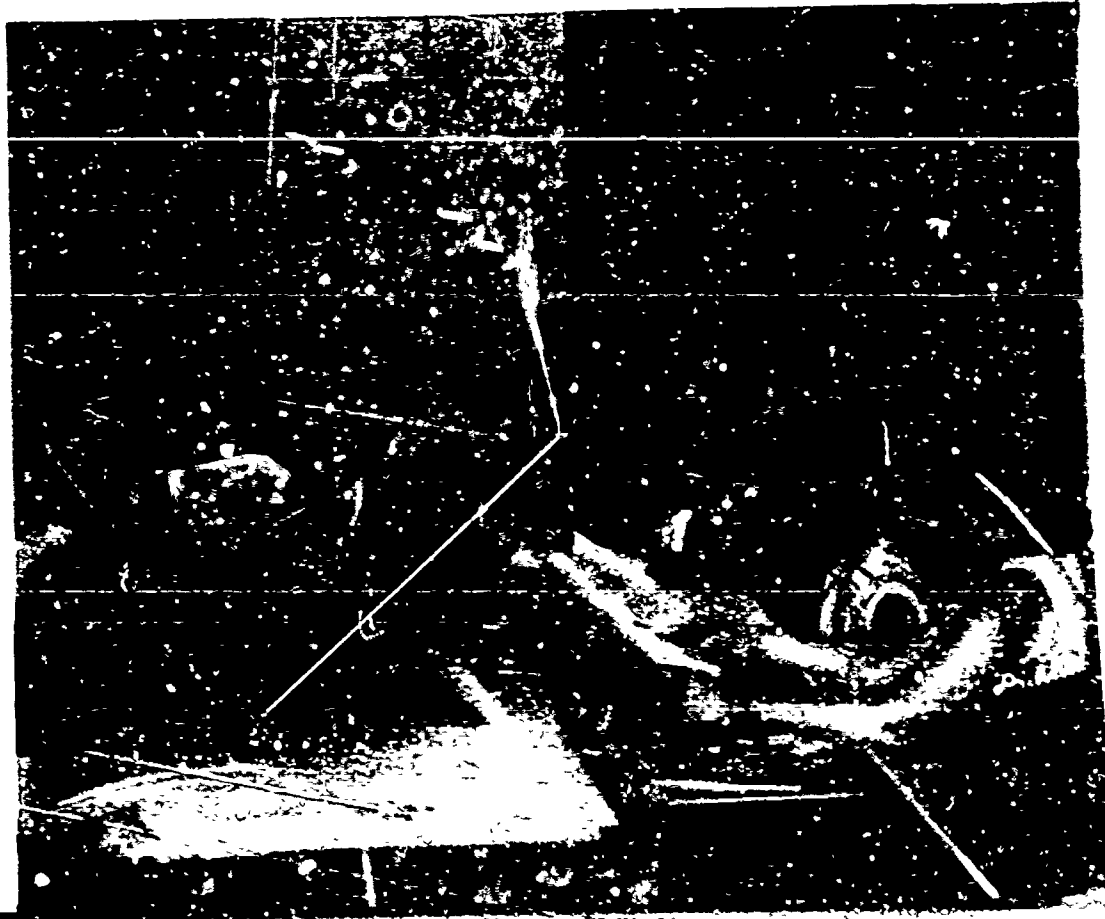
PUBLIC SCHOOL 289, BROOKLYN. Because it was our first affiliated "campus" school and because the partnership turned out more successful than any of us had anticipated, our experience with P.S. 289 may be worth recording in some detail, respecting both the manner in which affiliation was effected and some features of the program we have jointly developed. From the experience we learned a good deal which we have applied in subsequent partnerships. In general we try to follow the same approach toward affiliation with other schools, although the specific objectives will differ.

Public School 289 is a six-grade elementary school situated on the outskirts of the Bedford-Stuyvesant area, with an almost all-Negro constituency. The children represent a wide range of socio-economic background extending from the professional class at one extreme to the poverty level at the other, disproportionately weighted, of course, toward the lower end. Most of the large

teaching staff—and the principal himself—are Brooklyn College graduates, familiar with the workings of the institution. It is a good school by any number of measures: quality of the children's work, caliber of teaching, plant and facilities, low teacher turnover and high morale, capable supervision. It is, moreover, experiment-minded, and on its own introduced changes in curriculum and instruction, and TV teaching.

**PRELIMINARY STEPS IN AFFILIATION.** The initiative for forming an affiliation came from Dr. John King, former Executive Deputy Superintendent of Schools, who urged the College to choose any public school for this purpose. Conferences with the Director of Teacher Education who in turn consulted his colleagues in elementary education (all of whom were in close contact with Brooklyn schools) yielded a tentative list headed by Public School 289. As a first step, it was necessary to determine the wishes of the school. The principal, Mr. Murray Hart, was most hospitable to the idea, and proceeded to explain the proposal to his school faculty and formally to poll his teachers, since *they* would be called upon to bear the burden of work over and above their daily load. An overwhelming majority of the teachers responded favorably. At the same time the proposal was presented to the college's Department of Education at a monthly meeting, and here also the sentiment was favorable.

At this point a tentative method of procedure was developed by informal agreement. It was decided to use the entire Spring 1963 school term for mutual familiarization and for careful preparation of initial joint activities. Representative staff members of P.S. 289 were invited to a meeting of the Department of Education, and to College and Department conferences and functions. Members of the College faculty were invited freely to visit the school, and did so in considerable numbers. A joint steering committee was set up of equal College and school representation—with members roughly matched in age—to serve as a clearing agency for all project proposals and to oversee the forthcoming program. By common consent, administrators played a muted role; the teachers were in charge.



**BEGINNING OF THE PROGRAM.** The affiliated program got under way in September, 1963. By that time the joint steering committee had screened many proposals and had selected those which, in its judgment, would serve best initially. As each project was started, another was placed on the ready line, to be fed in at the appropriate time. The proceedings were carefully watched to make certain that matters were not being hurried, that teachers and children were not overtaxed. Soon, ten different activities were in various stages of progress. Several proved abortive and were quickly terminated. By the end of 1963-64 school year, the affiliated program was in good working order, involving many college and school faculty in group or paired undertakings.

At this writing a number of activities have been completed, and have been replaced by others. A number of the longer-term projects continue strong.

**MAJOR "CAMPUS" SCHOOL ACTIVITIES IN P.S. 289.** The following activities were still in progress at the end of the 1964-65 school year:

1. *Minnemath and Minnemast Projects.* In cooperation with the University of Minnesota, Brooklyn College and Public School 289 were developing and testing out a coordinated program in mathematics and in science learning, grade by grade, from the kindergarten to the sixth grade. New program materials and new methods of instruction were being developed, teachers were being trained in their use, and prospective teachers at the College were being prepared for their use through formal instruction and direct student-teaching experience.

Three College faculty members (in Education, Mathematics, and Biology — the latter, in fact, the department chairman) and nine members of the faculty of P.S. 289 were participating in the project, along with a class of student teachers.

Closed circuit television was employed in the instructional aspects of the program; all the faculty participants provided demonstration lessons in the new subject matter and methods.

2. *Individualized Reading.* A specialist from the Department of Education was serving as a resource person in extending individualized reading throughout the school, supplying teachers and children with new reading materials, assisting with instruction and offering demonstration lessons, and inducting new teachers into the on-going program.

3. *Use of the Picture Dictionary.* A member of the Department was guiding research study in the utilization of the picture dictionary as a tool in primary-grades language-arts work. Special dictionary-study units were designed for and introduced into the teaching of reading, speaking, phonics, and spelling.

4. *Non-Verbal Testing.* All children in grades one through five (approximately 1000) were being tested in order to secure additional validating data for two non-verbal instruments — heretofore used only in England and France — measuring intellectual efficiency, mental energy, and ability to think on abstract levels. This project was considered particularly important in view of the widespread need for a dependable mental test for disadvantaged children.



5. *Development Levels in Auditory Perception.* In an effort to determine how the auditory perception of children is related to their ability to profit from classroom instruction, a specialist in educational psychology was conducting a study of kindergarten-age children's patterns of response to distorted auditory stimuli. Like the previous study, this was being governed by precise research principles.

6. *Parent-Study Group.* Parents of children with learning and behavior problems were meeting regularly with a psychiatric social worker from the Educational Clinic. Ten children from the kindergarten and first grade, along with their parents, were involved in this project, the children being studied to evaluate changes in their school behavior.

7. *Pilot Study of Parent Reading Instruction Group.* Parents of twenty fourth-grade children retarded in reading were meeting with a joint team of a college guidance specialist and a school reading-improvement teacher for demonstration and discussion of the school's reading-improvement program. The intention is to measure the effects of these sessions on the reading achievement of the children.

8. *Teacher Education for Realistic Urban Classroom Situations.* Through the utilization of closed circuit television, this project was attempting to explore characteristic classroom situations and to analyze teaching problems as they occurred. About 150 student teachers were in attendance at each session, viewing classroom proceedings on a television screen.

The following projects were completed during the preceding (1963-1964) school year:

9. *Study of Transiency and Mobility in a Special Science School.* This study compared the reading and mathematics achievement of transient and stable population groups in P.S. 289, and investigated the behavior problems and differences in self-concept of transient and stable sixth-grade groups.





10. *Value of Reading Instruction to Selected Kindergarteners.* As part of a wider research study supported by a grant from the State Education Department, a group of kindergarten children was selected for instruction in reading, and the results were appraised.

COMPARABLE ACTIVITIES IN OTHER "CAMPUS" SCHOOLS. The foregoing is a typical summary of the P.S. 289 program. Comparable programs, though not as yet as extensive, have been developed or are being developed with two other elementary schools and two other junior high schools. Each program has characteristic properties reflecting the needs and opportunities represented by the school. Since it would be too lengthy to report these programs in detail and unfair to the school merely to cite one or two illustrative activities, further account of the programs is not being given. Those who desire to obtain this information are invited to write directly to the College.

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